

THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXIV.

For the Week Ending June 29, 1907

No. 26

OSSIAN LANG, Editor.

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The Progress of the Year.

The school year which is coming to a close has made no particular contribution to elementary and secondary education. It cannot even be claimed that any considerable progress has been made in the practical working out of the new ideas derived from the researches of experts in the field of child study. If one exception may be admitted it is the greater and more intelligent attention bestowed upon children who deviate from the acceptably normal type. However, this advance should be credited rather to the preceding school year. We can simply report progress, very encouraging progress. The same may be said with reference to school gardening and the new industrial phases of school work generally.

As regards the social status of the teacher, the year marks a wonderful improvement all along the line. Town after town has waked up to its remissness in the remuneration of the teacher's services. The salary budgets over the country have been increased several million dollars. The simple justice of the claim for teachers' pensions is being better understood. And the outlook is that before two more winters have passed many states will consider it their bounden duty to provide adequately for those who have devoted a life of faithful service to the education of children. Some day the federal government will take up the matter from the standpoint that the work of the teachers, whether they be in large cities or in hamlets remote from the centers of population, is of highest benefit to the country at large, and that the arguments which apply to the pensioning of war veterans apply with far greater force to the teachers of the young.

Equally significant advance can be recorded for the socialization of the common school. The matriotizing attitude towards those whom the free use of the schools in the evening might most benefit is rapidly giving way to the common-sense conviction that the progress of democracy is absolutely dependent upon the mingling of the various elements of the population upon the common ground supplied by the common schools. In a few places invitations are issued, setting forth the social attractions of the school buildings and urging everybody to come. One such circular urges the working people to come in their work-a-day dress, and states that daily

papers and magazines may be read, that a special smoking-room has been provided, and that the baths may be freely used.

Marvelous as has been the progress in the last five years, it is bound to spread even more in the days soon to come. One forward step which will have to be considered seriously is the desirability of making the day nurseries part of the common school. They follow naturally upon the adoption of the kindergarten. The care of the infants, while first and foremost concerned with their physical welfare, is nevertheless essentially an educational one. We shall, of course, be encountered by the same arguments, adjurations, and fulminations which were devised to keep the kindergarten out of the common school system. But all this will only serve to raise an army of friends for the new departure.

The day nursery will prove a blessing, not only to the little ones, but as a training school for future mothers. What the kindergarten has done for young women will be increased tenfold by the care of the nurslings. The social center idea supplies a new solution of a problem that has troubled the friends of humanity for centuries—the problem of intelligent preparation for motherhood in all its responsible phases.

Much has already been accomplished in the direction of providing efficient training for the future housekeepers. There is no longer any question as to the feasibility of supplying instruction in domestic economy at public expense. The Washington Irving High School of New York City may well serve as a model. Boston, too, has decided to operate a school of this kind. New York City still holds the lead as regards housekeeping lessons in the elementary schools.

The indications are that the efforts now being made to inaugurate an era of international peace may result in giving a new turn to the teaching of history in the schools. In fact, the description of wars and war heroes is more and more being displaced by accounts of the works of humanity wrought in times of peace, and the lives of the heroes of peace. Let us hope that in the development of the peace history of humanity time will be found for study of the lives of the great educators of man-

kind. Pestalozzi has done a greater work for the world than Napoleon. He has changed the whole trend of the education of children. He recognized the importance of industrial training. The kindergarten, the day nursery, the school garden, the school carpenter-shop, the free bath, and all that is implied in these newer phases, sprang from the inspired endeavors of the great Swiss teacher.

This annual summer number of *THE SCHOOL JOURNAL* suggests in its articles, illustrations, and advertising the progress of the year. It gives also glimpses of future developments of which the beginnings are already in evidence.

The letters with reference to the supplying of free eyeglasses to school children who need them, indicate the trend

The wonderful advances made in the vocational preparation of young people is suggested by the account of the Oklahoma Agricultural College, and of Teachers College, of Columbia University, and by Mr. Snowden's striking report showing what one single small German State is doing in this field.

It is but just that we should occasionally be reminded of the great debt which education owes to Pestalozzi, for he was the seer who laid the foundation for the achievements of the present endeavors in education. Mr. Verder's sympathetic story of his first visit to Pestalozzian shrines finds its proper place in this number. So does Mr. Lowell's sketch of the labors of Dr. Collar—whose personality and educational labors have been a moving force in the life of the secondary schools thruout the country. Let us not forget the builders. The busy world is too apt to overlook them and to enroll upon the pages of history rather the destroyers. The real progress of humanity is, after all, not



Care of the Sick and First Aid to the Injured form part of the Practical Training in Domestic Economy which a girl may obtain in the common schools of New York City.

towards the greater efforts for progressive equalization of the educational opportunities of the young.

The article about the Washington Irving High School serves a double purpose. It shows a thoroly modern departure in the training of girls, and it also describes a plan for encouraging more elementary school pupils to continue their education to and thru the high school. As time goes on, more dependence will be placed upon the attractiveness of schools than upon compulsory attendance. The children will be drawn—rather than pushed to school.

The co-operation of parents and others in meeting the communal educational responsibilities is the modern achievement receiving attention in Mr. Heath's article.

shaped by the wars—tho it may be ushered in by the booming of cannons and the clashing of swords,—but by the quiet labors of the peacemakers, the children of God.

The article by United States Commissioner Brown reflects the present efforts to magnify the achievements of peace rather than the battles of nations and internal strifes in the teaching of history.

It would be thoughtless, indeed, if reference should be omitted to the fact that this beautiful number was made possible only because of the hearty and substantial co-operation of the advertisers whose announcements appear in these pages. Their good will is gratefully acknowledged.

Free Eyeglasses for School Children.

Who is Right, The Boston Transcript or The School Journal?

[See THE SCHOOL JOURNAL of April 27 (p. 419) and May 11 (pp. 475 and 487).]

I think you are unquestionably right in this matter. I believe that the business of the school is to provide for the physical welfare of the pupils as an essential condition for their intellectual training. Especially in the matter of sensory tests and proper care of the pupils as a result of these sensory tests I think the obligations of the school are perfectly clear and should not be neglected on grounds of the possible difficulties into which the community may be drawn by doing its clear duty along these lines.

Yale University.

CHARLES H. JUDD.

THE SCHOOL JOURNAL is right, so far as the immediate issue of "The Scope of the Common School" goes. The schools are moving in the direction of standardizing humanity. They are destined to move much further yet. Whoever fails to acknowledge the tendency is either lacking in perceptiveness or is acting under instruction in resisting.

Yet I feel that the opening paragraph of your editorial of May 11 does injustice to the best common carrier of educational news and general enlightenment in the United States. The *Boston Transcript* is not a conservative paper in the sense in which the word is used in your editorial. It has been, and is, a liberal paper—more comparable with, say, the *Manchester Guardian* than with the *London Times*. It supported President Roosevelt in his movement for regulation of railroad rates. It is with Governor Guild in his demand for national child labor legislation. It gives space liberally; both in its news columns and on its editorial page, to all sorts of worthy causes. An organ of radicalism it certainly is not, but in issues it takes a distinctly liberal position.

In editorial utterances bearing on educational matters the *Transcript* is hampered, as every newspaper is hampered, by not having in its staff a trained educator. I once urged, unsuccessfully; upon one of the editors of the *Transcript* the necessity of having an "educational critic." I still think the idea a good one. The paper has its critics of art, music, and literature. When an editorial is to be written involving knowledge of one of these specialties, the critic is usually asked to do it. He has the professional point of view. Now, as education is one of the most vital of human considerations, and as no layman unfamiliar with current pedagogical theory and practice has any right to express himself as to pedagogical matters, why shouldn't a great newspaper employ an educational expert, who can write entertainingly, to interpret the doings of the educational world to its readers? More people are interested in education than in art or music.

Boston.

F. W. COBURN.

I read your leading editorials in THE JOURNAL of April 27 and May 11 with a great deal of interest. I enjoyed your rhetoric more than I did your logic. There is such a broad subject opened here in your debate with the *Transcript* that I do not feel like entering upon the question. I think it is too bad that a child whose eyes are myopic, and whose parents cannot afford to buy glasses, should suffer without the glasses.

You may remember, however, that eight years ago, at Los Angeles, I stated that the North End Charitable Society of Boston, in celebrating the

one hundredth anniversary of its founding, expressed grave doubts whether their efforts in the direction of charity had been for good or for evil. I am not enough socialistically inclined to support your proposition with enthusiasm. In other words, I have an open mind, but I am not yet convinced.

Boston, Mass.

FRANK A. FITZPATRICK.

"Equalization."

THE SCHOOL JOURNAL's declaration that "It is the duty of the Common School to strive to equalize; as much as possible, the educational opportunities of the children" lies in the interpretation of the "as much as possible."

How far shall paternalism go? The city to-day under present school conditions does not "equalize." Forty children from foreign parentage, under one teacher, do not have the same chance as forty children from American parentage. The children in the older buildings with poor light and poor ventilation do not have the same chance as the children in the more modern buildings.

In the state; school conditions in the comparison of one town with another are full of inequalities. The comparison of states gives the same conditions. Does "the equalize" then mean national control; under which every town and city will have equal buildings; equal equipment, equal teachers? Or will you limit it to the state, or to each town and city? In either case will you get any more equal conditions than exist to-day?

The city of to-day does not and cannot equalize the large essentials as buildings; seats; teachers; and teachers' work. Can it and should it equalize the physical conditions of the children? If so, to what extent? The poorly fed children cannot do the work of the robust and well fed. Shall the school furnish food? To whom? To all who ask? The result will be the same as in Paris where even the children of the rich ate at the expense of the city, and the parents encouraged them in it.

The anemic child from anemic parentage needs medicine and medical attendance to equalize his condition. Shall the school furnish them?

Poor teeth affect mastication; digestion; working power. Shall the school furnish the dentist?

The child suffers from adenoids and the consequent evils. Shall the school pay for the operation?

And so the list might be extended indefinitely.

Shall the school furnish glasses so that the children of poor eyesight may the better see the other inequalities of the common school? If so; shall the child leave them in the school-room at the end of the session; as he does his books and pencils?

I am free to confess that I believe there is danger in this extension of equalization.

The free text-book law is not an unmixed good. In those places where everything is furnished for the children the parental tone is lowered, and the pupil's personal responsibility for property is lost. Extension of freedom from personal expense and personal sacrifice means a further extension of personal irresponsibility.

If this equalizing could be kept within bounds for the unfortunate only, it would be an entirely different question. Within a limited range your position is correct, but in the broader range, incorrect and impractical.

Providence, R. I.

W. H. SMALL.

A Unique Plan for Interesting People in the High Schools.

BY OSSIAN LANG.

William McAndrew is an original schoolman. Nothing stereotyped about him. That distinguishes him from the crowd. Some people don't like originality. It irritates them. Of course, they talk about the want of originality in teachers; it is a way they have to pray at the street corners, megaphone in hand and eyes raised to heaven, for many things which they cannot tolerate when they actually see them in human shapes. William McAndrew has the courage of his noble and useful mother who was a truly great woman, and did not mind opposition if only she was convinced that she was right, and that the work she was about would benefit mankind.



The girls in the Washington Irving High School appreciate him, and so do their parents. Outside of New York, too, he has many admirers. His articles in THE SCHOOL JOURNAL always meet with a hearty reception. He is never dull. A recent article contributed by him to the *Educational Review* is one of the most quoted educational articles of the year.

So it is but natural that McAndrew's school should do original things right along. How many useful ideas it has already developed! Pupils and teachers are ever on the alert for better ways. The

school encourages inventiveness. The atmosphere is a human one. Fun and good nature thrive in it. It is a school such as I should like to have my own daughters attend, if they were in New York City.

The latest bright idea originated by the girls of the Washington Irving High School presents a splendid plan for awakening in grammar school pupils the wish to go to high school. The New York City Board of Education has been trying to find out for some time why

so small a proportion of the graduates of the elementary schools in Manhattan go on to the high schools. To be sure, Manhattan is a generation behind the rest of the country in the age of its high schools; and so the people have not yet developed the habit of thinking of the high school as the natural next step after the grammar school. However, even that does not explain why only 21,493 children are attending a public high school when there are 519,755 in the elementary schools. Only forty-six per cent. of the pupils who complete the grammar schools in Manhattan enter the high schools. A mighty poor showing indeed! The Board of Education recognizes this fact. That is why it is now trying to discover causes. Principals of the high and grammar schools have been cited to express opinions and suggest plans for inducing more children to proceed thru the high schools.



Meantime, the Washington Irving High School girls took up the problem in their own way. They formed the High School Missionary Society for the purpose of converting girls to the view that the higher intellectual life is a consummation every girl should hope for. Students went back to their former grade schools and addressed the pupils, urging them not to neglect the opportunity of continuing their education beyond the grammar grades. Principal McAndrew and teachers of his staff took specimens of high school work and collections of lantern photographs to the grammar schools, and showed the work and the play of high school life in as attractive a manner as possible.



"You must tole 'em on, as they say in the South," says Principal Alida Williams. "Let the girl feel encouragement in her aspirations to go up higher. Don't stand at the entrance to your high schools with a sour face and a big club."

"We are supported by the people," says Principal McAndrew. "They pay for the high schools that a higher tone may be given to society. It is too common to lie back and wait for the children to come into the school. If we are to benefit society we must, like an active church, urge society

to come and get good from their high schools. Our high schools are not aristocratic affairs for a favored few; they are institutions capable of giving life and giving it abundantly. Social service is the aim of publicly supported schools and teachers. We must extend that service by attracting as many students as we can. To get more children into the high school is to benefit all who come; then send them to spread the good news among those who are of a high school age."

The district served by the Washington Irving High School, downtown, Manhattan, crowded with business institutions, is one in which the attractions of wage-earning are constantly before the eyes of children. The movement begun by the Washington Irving girls is truly a missionary service, since it aims to attract from narrow commercialism to some taste of a cultivated life the hundreds of young girls who might otherwise go directly from the grammar school to the department store or the box factory.

The Washington Irving Association is composed of nine hundred girls and teachers devoted to the advancement of higher education of young women. This is nearly half the entire membership of the school. Besides sending girls and teachers to address grammar school assemblies and parents' meetings, the Association manages visitations of children





and parents at stated periods to its four buildings (divisions of the Washington Irving High School). During the week of May 20, 2,834 children of the highest grades in Manhattan grammar schools, with teachers and parents, visited the Washington Irving High School and were shown various kinds of classes in session, and various exhibits of high school

work completed.

The latest stroke of the Association is the issue of a printed letter to each of the 2,150 girls in the graduating classes of the Manhattan elementary schools telling them what high school life is like. This letter was proposed by one of the high school girls at a meeting of the Association in April. At request of the students Miss Rachel Bergamini and Miss Eleanor Nightingale, teachers of English; constituted a committee to supervise the letter. Eighty different girls wrote the kind of a communication they thought would interest a grammar school girl; the committee discussed the salient points of these essays with the girls and combined the various efforts into the letter as finally printed. The girls illustrated the letter with pen-and-ink drawings, some of which are reproduced herewith by THE SCHOOL JOURNAL. The entire committee of eighty girls signed the communication, printed three thousand copies of it, and personally handed a copy to each grammar school girl.

Here is the epistle:

A LETTER TO A SCHOOL GIRL.

DEAR FRIEND:

This is a letter from girls in a high school to a girl who we hope will go to a high school, too. Every girl ought to. Even one term in a high school should make life richer, more cheerful, and more beautiful. We should like to welcome you to our school family. Think it over and talk with your father and mother about it.

There are several different courses in our school. First, there is the four years' *Academic* course. This is the one that prepares you for college or the Teachers' Training School. A great many of us are taking the course and we are proud of the record made in it. If you could look into the last annual report of the City Superintendent of Schools you would find that 97 per cent. of our graduating class passed the examination to enter the Training School.

Another course is the *Commercial* course in which you may study stenography, typewriting, bookkeeping, etc. There is a *Library Assistants* course with cataloging, bookbinding, and various kinds of library work.

There is a *Dressmaking* course with sewing, (draughting, costume design, and millinery.

There is a *Designers* course with still-life, picture-study, draperies, illustrating, lettering, and design.

In order that you and your friends may know all the things taught in this school, some studies being selected by one girl, others by another, we will give you a list of them. They are:

English language and literature	Domestic Science
German	Housekeeping
French	Cooking
Spanish	Marketing
Italian	Nursing
Latin	Physiology
English history	Hygiene
Roman history	Physical training
Greek history	
Dancing	
American history	
Music	

Medieval and modern history	
Civics	Voice training
Declamation	Economics
Elocution	Picture study
Stenography	Drawing
Typewriting	Interior decoration

Penmanship
Draperies
Office practice
Design
Algebra
Illustrating
Lettering
Biology
Botany
Zoology
Physics
Chemistry
Physiography

Do you know

Where the school is?

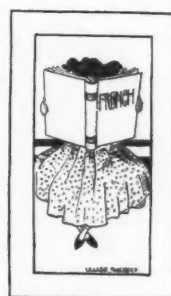
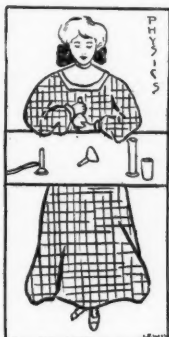
It is at 34½ East 12th Street
146 Grand Street
60 West 13th Street. 82nd Street and West End Ave.

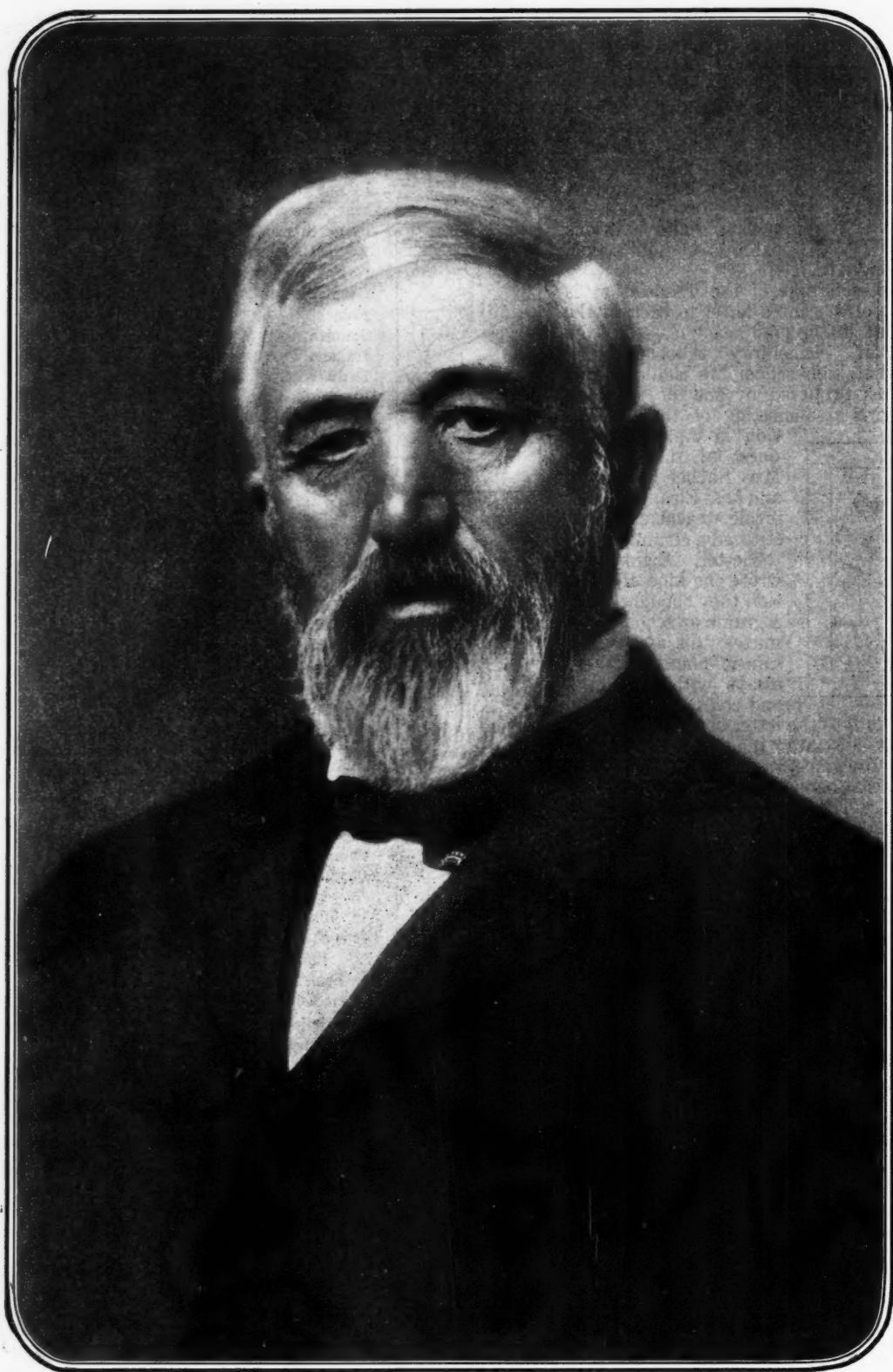
A beautiful building is being erected for us on Irving Place, extending from 16th to 17th Streets.

You must not think we have all work and no play to make Jill a dull girl. We are very fond of fun at the Washington Irving High School. We have games and parties and dramatic performances. One class entertains another at tea. The whole school combines to give a reception to some guest like the Chairman of the High School Committee or the wife of the President of the Board of Education. Every year we have appreciation day in honor of our former and present teachers. Every term we give a Welcome Party to the new girls. We hope you will be at the next celebration.

We are a large, happy family. The older girls do not look down upon the younger ones.

We must not forget our music clubs, our orchestra, our debating society, our dramatic club, and our Social Training Club. They help to make our studies interesting and our school life pleasant.





William Coe Collar

A GREAT TEACHER OF YOUTH.

For Fifty Years Connected with the Roxbury Latin School at Boston.

So, if you want good, thorough school work with a relish of pleasure and good will come join the happy family at the Washington Irving High School.

Yours sincerely,
COMMITTEE ON WELCOME,

Washington Irving High School Association.

THE SCHOOL JOURNAL has at various times remarked upon the work of the Washington Irving (formerly the Girls' Technical) High School. It represents New York's latest effort to give education unhampered by narrowing traditions, an edu-

cation that is elastic enough in its plan to permit of close adjustment to the various needs of the people. Its growth in four years, from 300 to 2,000 students has been gratifying to its friends. The spirit of its teachers and pupils to meet every kind of demand made by its community, is worthy of all praise that can be bestowed upon it. THE SCHOOL JOURNAL takes special pride in its support of this great work. The latest extension movement as represented by the Missionary Association of the Washington Irving, is worthy of imitation by the high schools of every city.

William Coe Collar

Fifty Years in the Roxbury Latin School

By D. O. S. LOWELL.

In the withdrawal of the Headmaster of the Roxbury Latin School from the active ranks of secondary teachers, the cause of education suffers a distinct loss. Rarely does a man round out a full period of fifty years in any profession; still more rarely does a teacher remain for half a century in the same school; but to accomplish this, and then to withdraw in the full tide of mental activity, with heart as young and interest as keen as in the fifties of the nineteenth century, has been the enviable lot of William Coe Collar.

When he entered the Roxbury Latin School as sub-master in 1857, there were not more than twenty or twenty-five pupils. The Headmaster was Augustus H. Buck, and he and his new assistant, fresh from Amherst College, did all the work. Mr. Collar was not without experience, for he had already, while acquiring his education, taught three terms, and he soon settled into the harness for what has proved to be a long pull and a strong pull. After six years Mr. Buck went abroad and left his young colleague as Acting Headmaster. He thus had an opportunity to show his power of discipline and skill of administration; and when Mr. Buck was called to a professorship in Boston University, shortly after his return from Europe, Mr. Collar was naturally appointed his successor.

Under its new head the Roxbury Latin School entered upon a period of growth which has never ceased. It grew in numbers; the staff of teachers increased; and both the scholarship and the ideals of the boys rose steadily higher. Finally a limit was set to the size of the classes, and as a natural consequence, the number of teachers has for some years been the same; but the interest and devotion of the pupils, and the love and loyalty of the Alumni, have never been greater than now. Everything has moved, not like a well-regulated clock, for that were mechanical and lifeless, but like an inspiring personality; and the heart and the brain have been the Headmaster.

Dr. Collar possesses a rare combination of admirable qualities: alert, progressive, unselfish, scholarly—he has left an impress on the character of all who came to know him well, for consciously or unconsciously they strove to imitate the Master.

During his long career, Dr. Collar has employed many teachers, and to them he has ever been a guide, philosopher, and friend. The testimony of those who have gone from the school comes back in evidence. Some served their apprenticeship with him, and by their errors learned to succeed; but if in after days they sought a word of recommendation at his hand, they found that he had always forgotten their shortcomings and remembered only their virtues. Not a few successful teachers in other schools owe him a large debt of gratitude;

while those who remain as he departs will never forget his even-handed justice, his kindly criticism, his helpful counsel, and, best of all, his daily example.

It has already been suggested that the cause of education suffers by Dr. Collar's withdrawal from the fighting ranks. During a score of years past some of the best text-books of the land have come from his ready pen, as all the school world knows; but what he has done less publicly has been of equal service to the cause of learning. Himself a classical teacher in a peculiar and especial sense, he has shown nothing of the narrowness that is sometimes believed to be inseparable from a familiarity with things antique. On the contrary, he has in its sanest form the modern spirit, and his attitude toward living languages and scientific studies has ever been not merely sympathetic but enthusiastic.

In one noteworthy particular he has shown himself to be ahead of his generation. A quarter of a century ago, when he was on the Boston school committee, he advocated a novelty—teachers' pensions. Finding himself in a minority, he succeeded in having his personal opinion incorporated into the annual report, where it may be found to-day—an evidence of his far-sighted wisdom and sweet reasonableness. Since that time he has improved every opportunity to inculcate his views; and when the United States becomes as far advanced as Hungary and various other foreign countries in this regard, and teachers of the later twentieth century are decently pensioned by the State which they have served, they will owe much to the eloquent arguments of this disinterested pioneer.

The Roxbury Latin School has now more than a local reputation, but that reputation it owes to the retiring Headmaster. This is proved by the fact that educators from the middle and farther West often fail to recognize the school as one of which they have heard, until Dr. Collar's name serves to identify it: the man has made the school, and not the school the man. He has accomplished this in several ways. Besides the text-books already referred to, Dr. Collar has in recent years been in great demand at educational gatherings, where his addresses have always commanded close attention. The headmaster of another famous school recently said to the writer, after listening to such an address: "I always like to hear Collar, whether I agree with him or not. He marches straight to his point; he is so clear that nobody can misunderstand him; and his English is always of the best." Another auditor—a lady—speaks of him as "always refreshing." Every one who has heard him will agree that he not only inspires and illuminates, but also entertains, for coupled with his sound philosophy there is always a lurking humor, a keen appreciation of the ludicrous, which never fails to delight his

listeners. Sometimes, with infinite pleasantry, he criticises himself and picks flaws in his own books or arguments, as if they were those of another man. If he were capable of double-dealing, we might suspect him of shrewd by-play here, for he always wins fresh laurels by such frank self-criticism. His ability as a public speaker has been capitally characterized by President Eliot as possessing "elegance, clearness, and persuasiveness." His loss to the cause of secondary education may well be presented in the words of another college president: "When I think of the Roxbury Latin School without Dr. Collar, I have a homesick feeling."

But after all, Dr. Collar's reputation will always rest upon the fact that he was a great teacher of youth. This was due not alone to his exact scholarship, his contagious enthusiasm, and his alluring presentation of whatever theme,—for "*nullum quod tetigit non ornavit*,"—but to the fact that his presence and his speech exercised a refining influence upon the boys. He was a gentleman and a gentle man. Tho he was a good disciplinarian, he was not rigid; but because of the quality of manliness which he inspired, the boys—as they themselves expressed it—"felt mean not to do right." The parents used to say: "He touched their hearts."

His habit of giving brief hall talks on current events, after the morning exercises, was a course in practical politics and *belles lettres* not mentioned in the catalog, yet one of the most helpful in the school. Teachers and pupils alike sat under the

spell of his cogent argument, laughed at his quaint conceits, imbibed wisdom without unpleasant effort, and drank delicious draughts from a deep well of English undefiled. Dr. Collar was intensely interested in History in the Making, and like Patrick Henry, he guided his feet by the lamp of Experience and judged the future by the past. In consequence he made many bold predictions, the fulfilment of which his hearers learned to watch for with eagerness; and not seldom they proved true. His noble ideals and his outspoken hatred and contempt of shams had an incalculable influence in moulding minds just at the plastic stage. His rare qualities as a teacher of the amenities and humanities of life are eloquently set forth in three stanzas of a poem written in his honor, some five years since, by Rev. Theodore C. Williams, his pupil and successor:

Did Mentor with his wisdom thee invest?
Or Chiron lend thee his instructive lyre?
Or Socrates, of pedagogs the best,
Teach thee the harp-strings of a youth's desire?

All thy long life was service. Thy free sword
Struck like Aeneas at a phantom brood
Of falsehoods, fevered thoughts, and shapes abhorred
Which war against the spirit's lasting good.

Like fond Prometheus thou didst chiefly love
To mould firm shapes of men, and set them free
With touch of heavenly fire; yet jealous Jove
Frowned not, I deem, but lent high help to thee.

Work of a Village Education Association. V.*

By D. C. HEATH, Boston.

Useful Committees.

To our committee on school administration, made up of teachers and school board members, with the superintendent of schools as chairman, we give, as I have already suggested, the reforms *within* the schools; as reducing the number of pupils in charge of one teacher, giving her a chance to discover and encourage individual aptitudes, and all other needed reforms. We simply ask them (to start the ball rolling) whether there is not something better for the child than a system in which everybody must take the same course in the same length of time, in the same way, and be worried at the same intervals over the same arbitrary and formal tests, and finally waste the same number of precious years in the same weary and monotonous drudgery on the same subjects, too many of which have long since ceased to interest them.

An outlook committee is a useful adjunct to an education association, its function being to report from time to time the new, interesting, useful, and successful school experiments under trial in other villages, cities, states, or countries. This committee should also bring to the general association the practical or practicable results of the deliberations and papers of the National Educational Association, and should also report upon the subjects presented in the reports and bulletins of the National Bureau of Education,—information as to what other education associations are doing, what foreign educators are doing, etc.

The Hyannis Plan.

For the moment I will transform myself into an outlook committee, and report on an interesting experiment now being tried in the little village of Hyannis, Mass., under the direction of the principal of the local Normal School.

*Part V of "The work of the Village Education Association," begun in THE SCHOOL JOURNAL for May 18, '07, and continued thru the issues of May 25, June 8, and June 22.

In connection with the course in the Model School, which forms a part of the Normal School, it was determined last spring that one of the classes should, in place of manual training work, take charge of a school garden. A section of the campus about one hundred feet by fifty feet was fertilized, ploughed, and harrowed. This land was then turned over to the boys and girls, under the direction of their teachers.

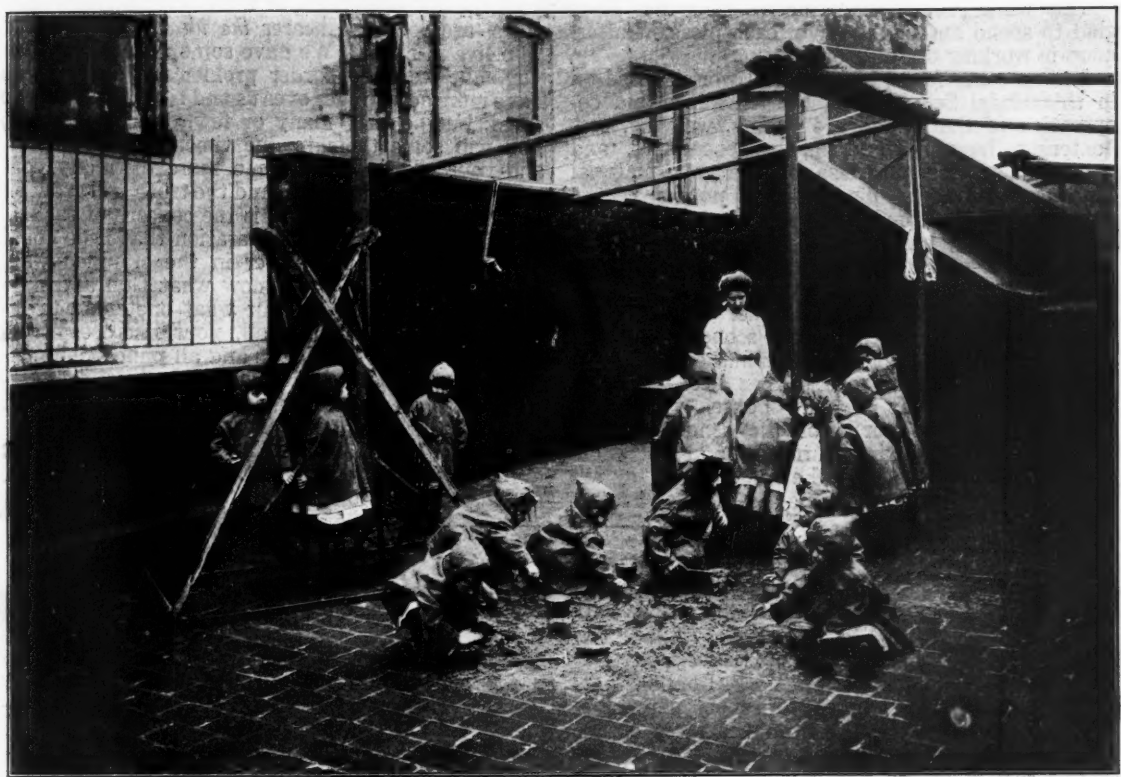
While the land was being prepared for gardening, the boys and girls gained some valuable experience in sending carefully written letters to various seedmen. They also gained some practical knowledge of mensuration by measuring and plotting the garden and setting apart various sections for different kinds of seeds.

When the weather was suitable the children began preparing the ground for planting, and on pleasant days worked in the garden about an hour each afternoon. Different kinds of seeds were planted in their seasons, some, like lettuce and sweet corn, being planted at different times.

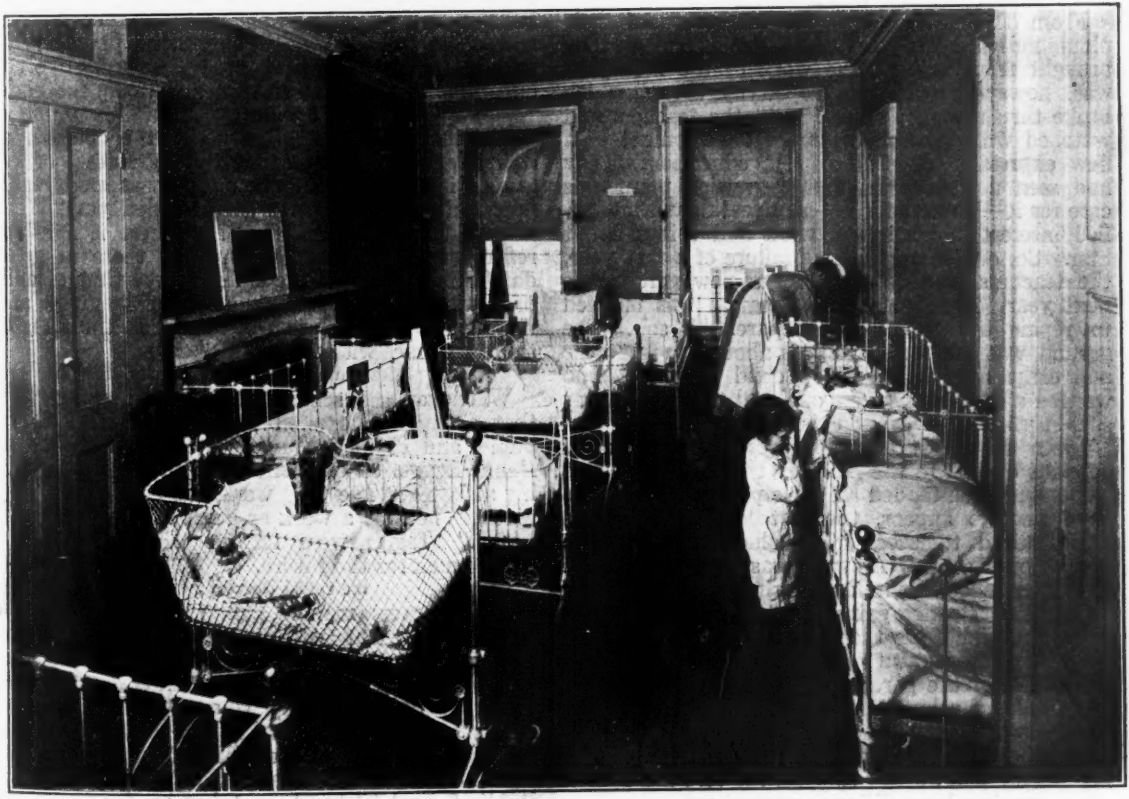
Records were kept in books of the purpose and time of planting, the time of coming up, and the various changes of growing plants. Plants were compared as to their relative rate and manner of growth. The first radishes were sold, and for these the boys and girls who tended the garden received their first check. This, with other checks and cash received from the sale of garden produce during the summer and fall, amounting in all to more than thirty dollars, was deposited in the local bank. All the boys and girls who had worked upon the garden went to the bank and learned exactly how to make a deposit, and to draw out money, and how to make and use all necessary business forms.

In connection with their work, they also were taught to save the best seeds for the next year's planting, and had their attention directed to forms of fruit and seeds, and the relation of plants to cer-

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Brown Bros., Photographers, New York City. The Fun of Playing with Sand.
Playground on the Roof of a New York City Day Nursery.



Photos by Brown Bros., New York City. The Noon Nap in a New York City Day Nursery.

tain forms of animal life, such as the larvae on the tomatoes and turnips. They also became very observant of weather conditions.

This work proved so attractive that they were glad to spend an extra hour of each pleasant afternoon in working out of doors.

Among other forms of industrial work carried on in this Model School, with the assistance and cooperation of the homes, are sewing, weaving, carpentering, hammock-making, basket-making, and hat-making. The purchase of the raw material for these things was made with a portion of the money obtained from the sale of garden products. The hammocks, baskets, etc., are sold to summer visitors and others, and the children have thus grown in the sense of their own power to do something that has a commercial value. A large part of this work is conducted outside school hours, and adds to the interest of the children in their work.

One of the younger classes has been for some time at work upon a play house, which has been built by the pupils of the school and for which they are making furniture and household utensils in miniature. At the same time they are learning to contrast the modes of life in this

country with the modes of life in other lands.

Advantages of the Village.

You village people are to be congratulated that your life and conditions, or what *may* be your conditions, are so much nearer *the ideal life* than ours who live in cities. We have some advantages over you, but we have harder problems to solve; you have more advantages over us and fewer problems to solve; but be they many or few, difficult or easy, you will solve them in due time if you faint not, and your village will become more distinctly conscious of a community life, and the truth will grow on you that the welfare of all is the concern of each.

It is Tennyson's bold declaration that if he could understand the little flower in the crannied wall, roots and all, he should know what God and man is; and if you can find out what one small township or village is, all in all, your microcosm will reveal to you all sociologies and all philosophies.

A village is not a little place,—the smallest hamlet has paths that lead to every corner of the world. The most obscure town is a visible image of the Kingdom of God, and its life need not be mean and dull. The study of a country community shall be our study of the universe.

School Gardens in New York City.

By PRIN. VAN EVRIE KILPATRICK, Public School No. 52, New York.

Three Years at Public School 52, Manhattan.

Unlike most schools in New York, Public School 52 is most favorably situated for school gardening.

The inspiration beaming from the faces of 200 hopeful children was such as to lead the teachers of this school, in the spring of 1905, to let them loose upon an unoccupied lot about 150 feet square. The parents were first led to take an interest, and were then asked to prepare the ground, which they did willingly. The cultivation of the good will of the community has been a very important factor in the later success of this undertaking.

From the outset, the children prepared their plots individually, and used tools which they brought from home. The work of the first year was, however, nearly destroyed by cattle, which broke thru the poor fences. But the teachers had watched with great interest the development of a new expression of childhood in education. They had seen a little child and a growing plant—his care for it—his love for it—his new life and intensified interest in his school work and things about him. So, out of the seeming failure of a first year, the teachers planned early for a new garden the next year. The Board of Education was induced to repair the fence and prepare the soil. The ground was laid out into beds about five feet wide and eight feet long. Every child in school who wanted a plot was given one, and the interest was such that almost every child took one.

From the first the garden prospered. As early as eight o'clock in the morning the little gardeners came, and each tended his little plot. His radishes were first to appear, then lettuce, beans, beets, carrots, and tomatoes. The older children were given flower seeds. All work was performed before and after school hours, and during the noon recess.

The most striking gains that the undertaking has given the school are the following:

Interest in School Work.

The life of the garden has intensified the life of the whole school. The ability that has coaxed the growth of a plant has been transported to the classroom to conquer sums and language forms. School life has become worth living, for the very inspiration of success has been diffused everywhere.

Joyousness.

The feeling of drudgery has given way to happi-

ness. Each morning has given birth to a new pleasure in the opening of another leaf or another flower. The joy and triumph of "my own achievement" has pervaded everything.

Correlation.

Leaves and plants were brought in the classroom for exercises in drawing. The drawing of "my plant" or "my leaf," was the source of a new and potent enthusiasm. These same plants and flowers served as material for nature study. But more suggestive than all were the compositions which told various stories of actual planting, of real growing plants, of wonderfully colored flowers, and of experiences which only little people have with real things. This exercise was surely like the upturning of a new nugget in educational methods.

Knowledge.

The increased knowledge which the children of course acquired concerning that greatest of all human industries—tilling the soil—was most manifest. After all, it is not quite settled yet "What knowledge is of most worth?" There is food for reflection in the proposition that there is great danger in employing the entire school time of children with the conventional forms of language and numbers to the exclusion of nearly all the facts of and experience with natural life.

Idealization of a Great Necessity.

Whenever the school undertakes any activity, that activity is exalted in the estimation of its pupils and of its patrons. The school garden at Public School 52 quickened the interest in gardening at home. The very work was ennobled. "My garden" became a work as great as "my grammar lesson." Tastes were formed which surely will mean much for the future.

Individual Development.

But no more marked gain was noted than the variety of results which attended the individual ownership of a plot. Here each one measured himself with every other one and learned the greatest lesson of life. The boy who saw his neighbor's garden grow faster than his own had driven into his brain a notion of the value of individual effort that he will never forget. The garden work at Public School 52 has been taken up for 1907 with a far greater interest on the part of all than ever before. The future seems assured.

The Oklahoma Agricultural and Mechanical College.

FRIENDS OF THE INSTITUTION HOPE IT WILL LATER BE CALLED "THE OKLAHOMA STATE COLLEGE."

By BLANCHE E. LITTLE.

As the tide of Western immigration flowed over and around the lands reserved for the Indians, one piece after another was cut off by treaty or otherwise, until finally there was formed the Territory of Oklahoma; which, as Senator Beveridge declared, was in matter of its boundaries, "Unscientific, accidental, and grotesque."

It is quite like turning the pages of a book of magic for any one who has ever been in Oklahoma, to return there after a few years' absence and note the changes, improvements, and progress.

voted the bonds for the first building. At the time this school was being conducted in a church, the second Legislature of the territory, which met in 1893, had up for consideration the issuing of bonds for the completion of three of Oklahoma's educational institutions. The Agricultural and Mechanical College, the Normal School, and the University. Mr. Frank Greer, editor of the *Guthrie State Capital*, as a member of that Legislature, championed the measure, supported by all the friends of education in that body. After a fierce fight on both sides,



ROBT. H. TUCKER

Professor of German and Latin. Associate in English, and Dean of the Science and Literature Course.



A. C. SCOTT

President of Agricultural and Mechanical College of Oklahoma.

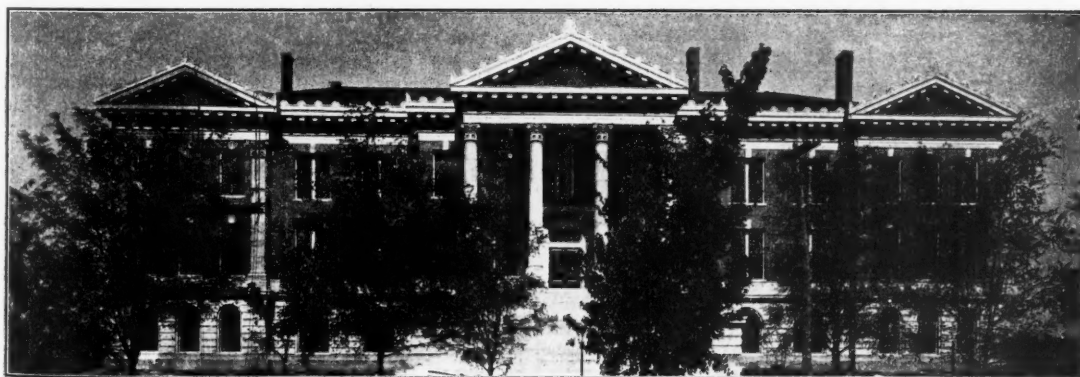


W. L. ENGLISH

Director of the Experiment Station at the Agricultural and Mechanical College, Oklahoma.

Before the advent of the railroad in Eastern Oklahoma, and when you could only reach Stillwater, the county seat of Payne county, by means of the stage, I recall in passing thru inquiring, "Where is the College?" and being informed, "It is held in that little church over there." This, the humble beginning in 1891. For the first five years of its existence the school was without any established housing, the first permanent building being erected in 1896. The town of Stillwater donated the first land, two hundred acres, and the county

the bonding proposition was passed. Under these bonds the three educational institutions were revived. All sorts of charges were made against the boards of regents. Investigation showed that the regents were doing the very best they could, without the means at hand, and in their courage and business judgment and their desire to see these schools erected, the voting of these bonds by the legislative assembly was the very best move possible, and these schools never would have been completed without this bonding proposition. Not to



MORRILL HALL—So named by the Legislative Assembly in honor of Senator Justin Morrill, who used his influence to further educational interests. This building contains the administrative and business offices of the College and Station, lecture room, and laboratories for the departments and animal husbandry, horticulture, agriculture and chemistry. Architecturally speaking this building is particularly pleasing.



GYMNASIUM

Ground showing beautiful yield of Bermuda Grass.

have completed these institutions would have been an outrage upon the intelligence of the people of Oklahoma. While this reads like ancient history, it hardly seems possible that an event of such importance should so soon have slipped from the memory of the public.

To-day there are three institutions of which any state in the Union might be proud. Here, at the Agricultural and Mechanical College is a plant with ten good buildings and a thousand acres of land belonging to the experiment station. This school comes under the head of what are known as "Land Grant Schools." The forces which led to the establishment of this school were set in motion during the Civil War. On the second day of July, 1862, an act of Congress donating lands for agricultural colleges in every state and territory of the Union, was approved by President Lincoln. This act apportioned to each state a quantity of land equal to thirty thousand acres for each senator and representative in Congress. It was provided that moneys derived from the sale of these lands should be permanently invested, and the proceeds used and appropriated to the endowment, support, and maintenance of at least one college, where the leading object should, without excluding the scientific and classical studies and military tactics, be to teach such branches of learning as related to agriculture and mechanical arts, in such manner as the legislatures of the states might respectively prescribe, in order to promote liberal and practical education of the industrial classes in the several pursuits and professions of life. While this college does not receive the benefits accruing from this act, still this legislation resulted in a further endowment of colleges of this class, by act of Congress approved in 1890. Under the provisions of this act, this school now receives \$44,500, "To be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economical science, with special reference to their application in life and to the facilities for instruction." The work of the college is not, however, limited even to this broad range of subjects, the territory having provided funds for instruction in subjects not included in this article.

Broadly speaking, the United States Government bountifully provides for the payment of the salaries of the instructors, and furnishes the most approved and modern school equipments, but the territory must and does provide the necessary buildings. The total income to the college and experiment station from various sources is close to \$100,000 a year. The value of the entire plant can be estimated at not less than \$400,000.

That this school does not put all its money into buildings and apparatus, is shown by the very capable force of men and women employed as heads of the various departments and courses of instruction. I was impressed with the fact that they have a large faculty, and this in more ways than one.

They are evidently putting some of their money into men and women—capable instructors.

When President Scott assumed charge of the school in 1899, the enrollment was one hundred and ninety, while to-day it is over six hundred. This number does not include those who come in for a few weeks or months, for some of the "short course" work. These would bring the number up to nine hundred.

President Scott seems to have been particularly well fitted for the place he occupies. His previous training in the legal field, and his fluency of speech, have given him an enviable reputation as a furtherer of legislation to promote the interests of the college which has been the making and saving of the institution. His highest service seems to be the art of inspiring others. In the history of Oklahoma the honored name of President Scott and the Oklahoma State College will be inseparable.

The President's particular pride seems to be in the results of the school, as shown by its graduates; not one of whom, as he expresses it, but has "made good." Without an exception they are occupying good positions. Several are in the different departments at Washington, D. C. One is chief of the Section of Forest Reserve Planting. Another is scientific assistant in the pathological division of the Bureau of Animal Industry. Another is assistant in the Bureau of Entomology. Two are scientific assistants in the Bureau of Chemistry, United States Department of Agriculture. One is scientific assistant animal bacteriology, Bureau of Animal Industry. Of those receiving the course in engineering, all have obtained good positions. One is foreman in the testing department of the General Electric Company, Schenectady, New York. Another is with the South Bethlehem Steel Company of Pennsylvania. Another is with the Westinghouse Company of Pittsburg. One is with the Bullock Electric Company of Cincinnati, and another as engineer is with the Pacific Mail Steamship Company, San Francisco.

President Scott says he has positions for all of them just as soon as they graduate. There seems to be no trouble in placing them in positions which they are qualified to fill. The value of the college course is to be found, not chiefly in what the graduate knows, but in what he is and can learn to do. The ideal function of the college is to put the student in the way of making the utmost of himself. There is no truer maxim than that of Diesterweg that, "Education is liberation."

President Scott hopes to see the name of the school changed from the Agricultural and Mechanical College to that of the Oklahoma State College. The present name is almost a misnomer. Even the people of the territory were quite a while in realizing that they had been misinformed concerning the objects and facilities of this college. They had the impression that the institution was only "a place where they farmed some and carried on high school work." The people know better now. It would

seem that most young people could find here the course of instruction they needed most. All the regular collegiate courses cover a period of five years. There is the "science and literature course" for both men and women. Then there is the general science course, the agricultural courses, and the engineering course, which embraces mechanical, electrical, and civil engineering.

Farmers' sons and daughters may come here and learn much that will help them in their work on the farm. But the children of the professional man, the children of the doctor, the lawyer, the business man, will also find what they are looking for. The course of study affords a sufficient range of choice for any boy or girl who wants to work. There is no ready-made education handed out, but the student can certainly get the training he most desires.

The football and athletic fields could hardly be finer. The ground is naturally level, and they simply had all out of doors in which to lay them out. These strong young men, students from Oklahoma and neighboring states are proud of the reputation of their school for athletics. They have a gymnasium that with heating plant and furnishing must have cost close to \$18,000.

The experiment station and School of Agriculture connected with the college is doing a wonderful work in and what might be termed "the new agriculture." The thousand-acre farm gives a variety of Oklahoma soil, from the best creek bottom land, to all kinds of upland soil so that anything of interest to this section of the country can be tested. This "station" is a powerful institution, exerting an important influence upon the state. William L. English, B. S., is director of the work of the station. He is a young man who has won his degrees by insistent and sane study. He is both scientific and practical. The interest he takes in his work would imbue any one with enthusiasm.

Many interesting features are developed, discoveries and investigations made, that are an honor to any searcher, to any specialist in science; but primarily the work of the station is *for the benefit of the people*. The results of experiments which each year become more important, not only from the standpoint of science, but in actual increase in wealth to the State, are the property of the public.

A great many bulletins giving results of experiments are issued each year and distributed among the farmers. There is continued co-operation with the Board of Agriculture in farmers' institute work, and speakers are supplied from the college.

Here in the cotton belt they are making various tests with the cotton, the Boll weevil, and the cotton-seed products, thus insuring a great saving in the production of cotton. They have done much with alfalfa hay. The results with Bermuda grass, which the Oklahoma farmer used to consider quite a "pest," have been quite remarkable. They now know how to handle it to advantage, and it proves quite a profitable crop. They have learned how to keep it in check by planting cow peas. Hardy Bermuda grass roots have been distributed to many farmers. The entomologist goes out and inspects nurseries for the Board of Agriculture of the State.

The growth of wheat thruout Oklahoma has been materially increased and improved by the result of the experiment work. In the prosecution of the work of the station, one question is always before the director and his staff. It is insistent and vital, ever answered and yet never quite satisfactorily. It is "How may he most help the state?"

The answer to this question may lead thru many avenues. It may be the training of an ear of corn to grow for a particular purpose, to be food for man or beast; the experimenting with the Kaffir corn; the extermination of a certain kind of grass when

it spreads where it is not wanted; by the creation of a new kind of wheat, promising magnificently to strengthen the harvest of the country. It may be the experiment with a new fruit or vegetable from another section, destined to supplant native varieties, or the betterment of a strain of horses or cattle, or the revolution of the methods of handling a dairy product or the solution of intricate problems and the establishment of vital laws for the feeding of animals so that economy is secured and health sustained. The lines reach far and deep into the very heart of life. If this isn't getting close to nature, what is?

Most interesting and valuable of all is the original investigation, the first-hand solution of problems in which the people are directly interested. There is no institution in Oklahoma that means more for the future welfare and prosperity of the territory and the intelligence, thrift, and happiness of its people than the college and experiment station, and there is evidently none more deserving of a liberal support and patronage. It is in no sense a local institution, nor is it so regarded. To the young people of Oklahoma who realize that mental and industrial training combined tend to make a most useful class of citizens, this school offers unusual inducements and advantages.

My interview with Professor English was cut short owing to the fact that he was starting for Western Oklahoma, where it is high and dry and dusty, to start a sub-station for experiments in "dry farming." At the Summer Institute one year at Martha's Vineyard, I heard the teachers invited to be present and take a "dry swimming lesson." But dry "farming"? It is really a reclamation of arid lands, and the experiments with crops that will grow without rain, or at least with little moisture. The solving of the problem would seem to be immensely difficult. The question is particularly vital in the far West, where there are great stretches of fine land, apparently unproductive because of lack of rain and other places where the land is apparently arid and waste. The work no doubt will be searching and consistent.

The course of study for the school of agriculture and domestic economy covers two years. The work in horticulture and dairying is not slighted. At a short course in stock judging and seed selection given last year in January, four hundred farmers of Oklahoma and Indian Territory were in attendance. Besides the regular instructors, specialists from the Department of Agriculture at Washington and elsewhere were secured to aid the work.

Bulletins of interest are published and sent to the farmers from time to time. The keynote to the success of all this work is that it is absolutely free to the public. Nothing discovered here will ever be patented. Where can be found a more fascinating service to the world?

It is quite beyond one's power of imagination to foresee what such work as is being done at this school means to the race. It certainly is a good-citizenship institution of the highest efficiency. Oklahoma enters the Union with what Secretary Hay would have called a distinct "educational entity" of its own.

I was thankful for a windy day. Had I left Oklahoma without seeing one, I should not have had a feeling of being perfectly at home. My! how that Oklahoma breeze does stir things up.

Oh the windy day is the vagrant's day!
For the wind is a comrade rover,
Whistling down the great high way,
To every hill-road lover;
And whether he whistles, or laughs or sings,
Thru every vagrant heart there rings,
The impelling world-old call to stay
With the comrade wind for ever and aye.



Horace Mann Schools.

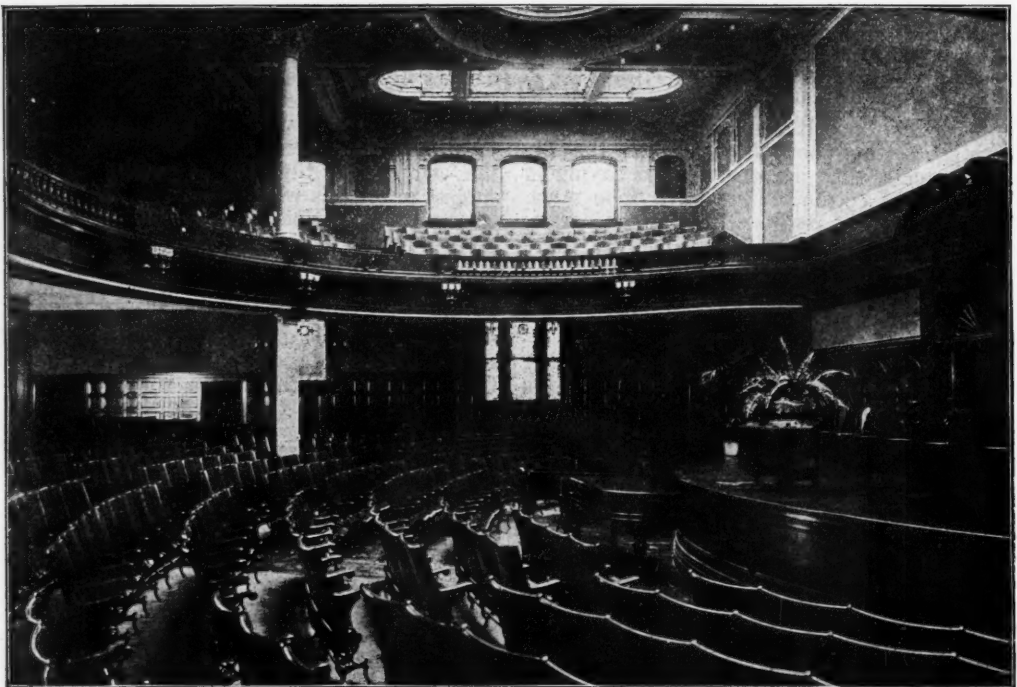
TEACHERS COLLEGE BUILDINGS
(not including the Speyer School). Thompson Building.Main,
Milbank,
and Ma-y
Buildings.

Whittier Hall.

Teachers College.

The development from a modest pioneer school of elementary domestic economy, into one of the world's great institutions for the professional preparation of teachers, in less than a quarter of a century, is the remarkable achievement represented in Teachers College. The initial change in the character of the school's work is due principally to the genius of President Nicholas Murray Butler, of Columbia University. It was he who conceived the idea of transforming a modest experiment in the preparation of instructors in industrial work

into a model teachers' college. In 1887, when he became president of the institution, the plan to establish this teachers' college on a university basis was practically inaugurated. Courses in the theory and art of teaching were added to the manual training and science courses that were then maintained. Dr. Butler also developed, in connection with this enterprise, a practice school which later became the Horace Mann School, and which is now a famous model elementary school. In 1890 an alliance was formed between the College and Columbia Uni-



The Auditorium, Horace Mann School, Teachers College.



Milbank Memorial Chapel, Teachers College.

improve their efficiency. Two hundred and fifty are graduates of other colleges, and among them are 150 who are candidates for advanced degrees. Twenty-five departments with 150 officers and instructors offer 185 courses of instruction. There are seven full professors of methods and educational research. There probably is not another institution anywhere so magnificently equipped for the training of teachers. Aside from the preparation of specialists in music, the fine arts, manual training, domestic science, physical culture and kindergartening, Teachers College has distinguished itself by the manner in which it has succeeded in interesting college men and women in elementary school work. It is doing magnificent service in the transformation of teaching into a fine art, resting upon a philosophic foundation worthy of the best thought of the best minds.

versity. Students in the one could elect courses in the other. In 1898 the college became a part of the University.

Under the deanship of Dr. James E. Russell, Teachers College has had a phenomenal development both in point of numbers and in the elevation of the standards of work. He is an educator of broad pedagogical scholarship, in thoro sympathy with the new sociological development of school education, and a leader of splendid executive ability coupled with a fine tact and a warm sympathy for all who are laboring for an increase of human happiness in the world. When he took the reins the total enrollment was about 120, of whom seventy were regular students. At the present time there are 1,035 resident students, and 1,456 partial students, who are chiefly active teachers desiring to



Distributing Room, Bryson Library, Teachers College.



Gymnasium, Thompson Physical Education Building, Teachers College.

The Public Schools in the Movement for International Arbitration.

By ELMER ELLSWORTH BROWN, United States Commissioner of Education.

[Address at the Lake Mohonk Conference on International Arbitration. Slightly Abridged.]

The approach of the second International Peace Conference at The Hague has turned public attention to the many-sided modern movement toward a peaceful adjustment of international relations. Governments, in striving to maintain an honorable peace, require the reinforcement of popular sentiment, and it is of the utmost importance that such public sentiment should steadily demand a peace which makes for righteousness, and no other peace than that which will make for righteousness. A public sentiment calling for such peace will be stable only when it rests upon an appreciative understanding of other nations. In this there is a great work for education the world over, that it may help the nations understand one another.

Already a considerable movement is under way looking to the annual commemoration in the schools of the United States of the opening of the first Hague Conference, which occurred on the eighteenth day of May, 1899. Such a celebration seems eminently desirable, by way of laying due emphasis in the schools upon the vital relations of modern peoples one to another. I would accordingly recommend that, so far as consistent with State and local conditions, the eighteenth day of May in each year be designated as a day of special observance in the schools. It is particularly desirable that in the celebration of this anniversary day, and in the instruction of the schools thruout the year, the effort be made to promote an insight into the true aims and aspirations of our own nation and of the other nations with whom we are to work together in the making of higher world civilization. This view calls for a more thoro teaching of geography in the elementary schools, that the first notions formed by the children in those schools, of our true relations with other lands and peoples, may be true and temperate.

This is not a foreign view of American education but rather an American view; for it is already clear that American institutions can reach their full development only by finding their rightful place in the current of the world's history, and that only by so doing can they become fully American.

While no one will attach supreme importance to the special observance of one day in the school year, even such annual emphasis upon this theme will not be without its value.

It is clear, however, that a celebration which breaks from a clear sky on one day in the year and passes from thought when that day is past, cannot take a very deep hold on the minds of many children. Nor do I think we have a right to devote one day of the school year to a purpose which has no connection with the ends of general education. It is not with a view to propaganda of an isolated reform that this day is entitled to its special place in our school calendar, but with a view to a neglected and essential element in general education. And that element is an appreciative understanding of other peoples than our own. A people that goes on in ignorance of other peoples, misses its chance of adding their civilization to its own. It is just this element of a liberal education which should be emphasized in the schools, not one day in the year but thruout the year. Even way down in the elementary schools, the effort of our little Americans to overcome the primitive distrust and disparagement of the peoples of foreign lands is a liberalizing influence.

But this after all is but a small part of what the schools ought to do to promote international arbitration. The best that we can do in the long run is to foster the genuine spirit of arbitration, and to establish those modes of thought that dispose men to arbitrate their differences. Let us consider here three ways of settling differences among men, and see what the teaching of the schools may be expected to do by way of furthering that type of thought which lies nearest to arbitration. The primitive way of settling a quarrel is an appeal to arms, a decisive physical fight. This is the spontaneous method of uncontrolled anger. A second way is the way of compromise. Compromise has, no doubt, its rightful place, and in the daily dealings of men with men it must play an important part. A third method, a method hard to practice and even hard to define, the method which arbitration ultimately represents and reinforces, is the method of finding some ground of positive agreement higher than the ground taken by either antagonist at the beginning of the strife. In every dispute between honest and intelligent disputants we find some show of justice in each of the conflicting claims. The method of war crushes the claim of one side, with all the good and bad there is in it. The method of compromise takes the course which leads to peace, even tho much of the good of either cause be sacrificed on the way. The method of arbitration would seem to be merely the method of compromise thru the agency of a third party, but essentially it is more than this. For every well-conducted international arbitration contributes to the building up of a higher conception of international obligations, of world relations, and is accordingly in its effect the bringing of the disputants together on higher and more stable ground than either of them occupied when the strife began. The immediate question is that as to the relation of public schools to the type of thinking which lies back of arbitration procedure. It seems clear that this is the very type of thinking which is characteristic of modern education at its best. It is the type of thinking which should be promoted in schools of every grade, in the interest of liberal culture rightly understood.

The arbitration movement looks for its success to the cultivation of a decent respect for the opinions of mankind. In the heat of national anger it is too much to expect that any people will welcome from its opponent the suggestion that there are better grounds on which they may hope to meet. If, however, our people have been trained from their youth to recognize in every sharp difference of opinion the possibility of there being some higher and better ground for agreement, undiscovered as yet, there can not fail to be in time a little greater readiness to appeal to an impartial world, to peoples not involved in the dispute, and to respect the suggestion from without of a better way to an honorable peace. It is here that an increased understanding of other nations than our own may be expected to reinforce the teaching that leads men to hope for a better way. It is not simply that a knowledge of other nations, well taught in the schools, will lead us to consider more carefully the claims of an antagonist in time of trouble, but that it will prepare our people, or any people, to look with more favor upon an appeal to the judgment of the civilized world.

In the second place, such an appeal to an impartial tribunal would be greatly strengthened in the

minds of any people if that people were grounded in some of the elementary principles of human law. On other grounds than this, it is to be desired that the elementary principles of legal right should be more distinctly taught in our schools along with the principles of common morality. Those great elementary principles of right and justice which have been the nourishing thought of many of the greatest minds of our race, are in themselves a most desirable element in the liberal culture of all our people. I cannot but think that a people trained to have respect for such principles as these will be so much the better prepared to accept in time of controversy the view that neither party to the dispute is the rightful judge of the cause.

Briefly stated then, the contention of this paper is: That the schools of our whole people may properly contribute to the movement for international arbitration only in ways that contribute to the general purposes of education, but that positive improvements in education are called for to-day in ways

that must inevitably reinforce the arbitration movement. Among these ways are endeavors to promote among a given people, as our own, a more intimate and appreciative knowledge of the character of other modern nations with whom this people has to do; the promotion in the schools of that type of thinking which readily passes beyond its partial convictions, no matter how earnestly held, to larger views in which opposing convictions may find their rightful recognition and come to agreement; the teaching in the schools, as a part of instruction in morals and civil government, of some of the principles of legal justice, which shall enable our people to adjust themselves freely and consciously to the reign of law in all great human affairs. The argument amounts to this, that our education of all our people shall be made at once more scientific and more humanistic in its character, and that the schools shall teach the people in all their concerns to look for a better way.

Appropriations for the U. S. Bureau of Education.

The funds for carrying on the work of the Bureau of Education are provided annually in the general appropriation bills of Congress. The appropriations made by the Fifty-ninth Congress for the fiscal years ending June 30, 1907, and June 30, 1908, respectively, are as follows:

Purpose.	1907	1908
For salaries.....	\$54,940	\$55,500
For books, periodicals, and other current publications for library.....	250	250
For collecting statistics for special reports and circulars of information.....	2,500	4,000
For the purchase, distribution, and exchange of educational documents, and for the collection, exchange, and cataloging of educational apparatus and appliances, text-books, and educational reference books, articles of school furniture and models of school buildings illustrative of foreign and domestic systems and methods of education, and for repairing the same.....	2,500	2,500
For rent of building.....	4,000	4,000
For education and support of Eskimos, Aleuts, Indians, and other natives of Alaska.....	100,000	100,000
For the support, maintenance, construction, and rental of additional day schools in Alaska, for the Eskimos, Indians, and other natives.....		100,000
For the support of reindeer stations in Alaska, and for the instruction of Alaskan natives in the care and management of the reindeer.....	9,000	9,000
Total appropriations.....	\$173,190	\$275,250

The increase in the amount appropriated for salaries consists of an increase in the salary of the chief clerk from \$1,800 to \$2,000, and an increase of \$180 each in the salaries of two of the laborers.

In addition to the specific appropriations for objects under the Bureau of Education, the Bureau shares in certain appropriations made for the Department of the Interior as a whole, as the appropriations for contingent expenses, stationery, postage, and public printing and binding. The limit of expenditure for printing and binding the Annual Report of the Commissioner of Education has been fixed for each of the two years at \$20,000. For ten preceding years, the cost of the Bureau's quota of the Annual Reports ranged from \$28,596 to \$34,466; the average cost for each of the ten years being \$31,542.

In the act making appropriations for the sundry civil expenses of the Government for the year 1908, it is provided "that all expenditure of money appropriated herein for school purposes in Alaska shall be under the supervision and direction of the Commissioner of Education and in conformity with such

conditions, rules, and regulations as to conduct and methods of instruction and expenditure of money as may from time to time be recommended by him and approved by the Secretary of the Interior. With respect to reindeer in Alaska, the act provides that "all reindeer owned by the United States in Alaska shall as soon as practicable be turned over to missions in or natives of Alaska, to be held and used by them under such conditions as the Secretary of the Interior shall prescribe." The sale of surplus male reindeer is also authorized.

Under the provisions of an act of Congress approved August 30, 1890, there has been paid annually for some years by the Federal Government, the sum of \$25,000 to each State and territory for the more complete endowment and support of colleges of agriculture and the mechanic arts. By an act of March 4, 1907, provision is made for an annual increase of that appropriation by the sum of \$5,000, over the amount for the preceding year, until the annual appropriation to each State and territory reaches the sum of \$50,000, which shall be the amount to be appropriated annually thereafter. Part of the increase of the appropriation may be expended for the preparation of teachers of elementary agriculture and mechanic arts. The duties of administering these provisions of Congress are performed by the Bureau of Education.

Alaska Division of the Bureau of Education.

On April 1, 1907, Mr. Harlan Updegraff, of New York, was appointed Alaskan Assistant to the Commissioner of Education, at a salary of \$2,400 per annum, and on May 1, 1907, he was designated as Chief of the Alaska Division at a salary of \$2,500 per annum. Mr. Updegraff was born in Iowa in 1874, graduated from Cornell College, Iowa, in 1894, received the degree of A. M. from Columbia University, New York City, in 1898, and has nearly completed the requirements for the Ph.D. degree. He has been principal and superintendent of public schools in Iowa, principal of the Girls' Latin School, Baltimore, Md., and was for two years assistant in philosophy and education in Columbia University. Mr. Updegraff left Washington in the early part of June on a tour of inspection of the schools and reindeer stations in Alaska.

Dr. Sheldon Jackson, who was appointed general agent of education in Alaska, in 1885, retains his title and position as a member of the Alaska Division with duties in the Bureau at Washington.

Tracing the Abodes of Pestalozzi.

By D. H. VERDER.

Those who sit at meat are often forgetful of the labors of the husbandmen who toiled in sullen heat and drenching rain to make the earth respond to man's needs. Even so we of to-day enjoy the results of education and unintentionally forget to ask who have made these intellectual pleasures possible, for there are pioneers in education as well as in discoveries and inventions. We have entered into the labors of other men who cared not for themselves but for what they stood, for progress, for the betterment of humanity. The world is indebted to Comenius, Locke, Rousseau, Pestalozzi, Jocotot, Froebel, and Spencer, as much, if not more, than it is to Robert Fulton, Benjamin Franklin, David Livingstone, and Edison.

Among the foremost pioneers in education stands Pestalozzi, a native of Switzerland, and a man who has helped mankind universally by his educational methods. What Socrates was to the ancient world, to a great extent Pestalozzi has been to the modern world. The spirit of inquiry characterized them both. Socrates sought to bring to light the knowledge already in man. Pestalozzi also sought to develop man from within outwardly, and not in the opposite direction. He recognized the capabilities of the human soul for feeling, perceiving, analyzing, comparing, and reasoning, as well as remembering. He laid stress on the emotions as educational factors, and emphasized the great importance of early impressions. He truly held that the right kind of education is a progressive and symmetrical growth from within.

Having visited the places in Switzerland where Pestalozzi passed his life, it is my purpose to describe briefly these abodes of the great reformer. He was a tramp. He never lived very long anywhere. It was sometimes wearisome to hunt out his stopping-places, and more than once I wished he had been willing to settle down and be quiet. But that was not Pestalozzi's nature, and one of his principles was that we should respect the individuality of everybody.

It was in Zürich, January 12, 1745, that Pestalozzi first saw the light of day. The streets of Zürich to-day are doubtless much the same as they were then. The house where John Henry Pestalozzi was born was called the "Black Horn." That house has disappeared, but the one that takes its place has an ornament of a black horn placed above a white marble tablet, which states that it was



School garden at Münchenbuchsee, where the deaf boys spend many pleasant and profitable hours.

there the educator was born, and that near at hand was the store called the "Plough," where Pestalozzi's future wife worked as a clerk. It was here the match was made. One day Pestalozzi happened into the store and this young lady gave him some very practical advice, and he respected and loved her from that hour even to his death. She had more native ability than most women, and she was able to associate with masculine intelligence. She was a real companion to Pestalozzi. She shared his hopes and

efforts with a sympathy which did not tire and a courage which smiled at material failure. The birthplace of Pestalozzi faced a little square paved with cobble stones worn round and even with the tramp of man and beast.

There is another house in Zürich where Pestalozzi spent part of his boyhood. It is Münster-gasse No. 23. Münster-gasse is a long, narrow street, and the house is now occupied by a shoemaker. On this house, as on many others in the old country, there is an inscription painted on its front, to instruct the passers-by. On this particular house is the inscription "All Honor to God"; an injunction well followed by Pestalozzi his whole life.

Near the railroad station in this same city is a monument which represents Pestalozzi leading a young boy by the hand. The subject was well chosen, for Pestalozzi was pre-eminently the children's friend. The soul of every waif was as interesting to him as a new butterfly to a naturalist.

One other building in Zürich bears his name. It is the Pestalozzianum. Here the relics, consisting of pictures and furniture of Pestalozzi and his asso-

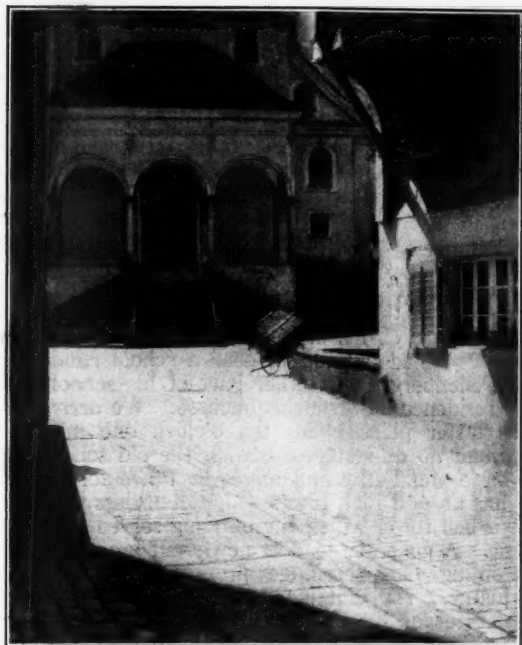


At Zürich where Pestalozzi was born.

ciates are preserved. Two of the best-known of his associates were Niederer and Krusi. Of the two, Krusi was the more prominent, but neither of them would ever find their way into history were it not for their leader.

Near Zürich is a small town called Höngg, which I visited. It was here Pestalozzi's grandfather, who was a minister, lived; and Pestalozzi used to come here to spend a part of his holidays. I rung the parsonage bell and introduced myself to the parson, a man of pleasant address and friendly disposition. He showed me his study and library and explained that he taught religion in the public school, which was located near the church. We proceeded to inspect the little church, which did not seem so hard and bare within as most of the Protestant churches in Switzerland, the home of Calvin and Zwingli. There were bright-colored glass windows, a little wood-carving, and a few coats-of-arms, as I remember. The parson took me up into the bell-tower where a fine view of the surrounding country is to be had. Pestalozzi, as a boy, without doubt spent many a dreamy idle hour of his summer holidays in this tower, looking out over the meadows gay with flowers and viewing in the distance hills higher than he was accustomed to see in Zürich. While intensely interested in man as the supreme creation of the universe, Pestalozzi worshiped Nature with the devotion of a poet.

The rivers, the trees, and the flowers were all



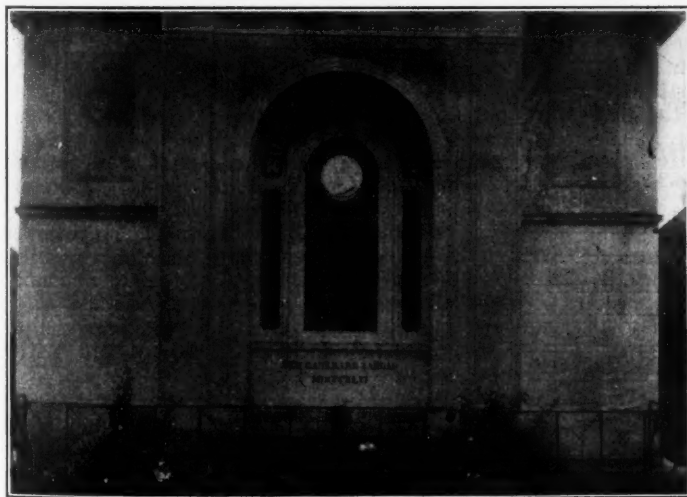
The Church at Stanz near the Convent of St. Clara.

dear to him, and spoke of a loving God. One of his favorite amusements was to collect geological specimens as he strolled along the country road or path.

Pestalozzi had a nervous temperament which delighted in mental activity; he was never strong, tho he lived to a good old age. In his youth he was especially delicate and sickly. Later in life, many times when he was called upon to explain his method of education, he would be ill, but if he could once get into the school-room his vigor would return as his enthusiasm waxed strong over his work. He never sought the easy side of life but worked assiduously night and day.

In manner, Pestalozzi was unattractive, and as a boy was called "Harry Queer." But people loved him because of his goodness of heart and bravery. He was imposed upon all his life because he was trustful and childlike.

I said that Pestalozzi never stayed very long in



Pestalozzi's grave beside the School-House at Birr.

any one place; this is true, and it is also true that he tried more than one profession before he suited himself. He was first educated for the Church, but he could not preach, so he abandoned that,

and tried law. This did not prove successful, and Pestalozzi became ill and was ordered to the country, where he was glad to go, having been influenced by Rousseau's doctrine of the natural state. He called his farm, which was situated near the village of Birr, Neuhoof (New Farm). The country about is low and level, but fertile. One is apt to imagine that in Switzerland there are towering hills and gigantic mountains always visible at every turn in the road. Such is not the case; Pestalozzi never lived very near the Alps, and in most of his abodes the Alps were not to be seen at all. He drew his inspirations from his soul. And before his marriage, which took place two years after he took up farming, he told his future wife that he should always consider his duties toward her subordinate to his duties toward his country.

There are two large houses now on the tract of land called Neuhoof. One is the house Pestalozzi built, while the other is of later origin and is occupied by a Countess as a summer home. Pestalozzi's house is for the most part unoccupied, and near it

a deserted well tells the story of ruin and decay. Pestalozzi did not succeed as a farmer, because philanthropy was uppermost in his mind. He admitted orphan children into his house and cared for them and taught them. So Pestalozzi left Neuhoof. The road of progress is always stained with the life-blood of its advocates. Pestalozzi bore up under the ordeal, wrote several tracts and articles, the most noted one being "Leonard and Gertrude," setting forth his new views on education.



The Convent of St. Clara.

We must remember that in Pestalozzi's day the money of the world was possessed by but a few. Class distinction was even more bitter than it is to-day. Pestalozzi seemed to be raised up for the situation. In 1798 the Swiss Directory appointed him to have charge of a large number of children that had been left orphans by the French wars. He was given the use of a suppressed convent at Stanz for this work. A visit to this convent (for it has since been restored to this use), proved most delightful. It was a sunny August day that we arrived at Stanz by boat from Lucerne; and wandering up on a little hillside back of the town we came across a young girl seated near a tree knitting a pair of stockings. She was a helpless creature with a wooden leg, and this was about all she was able to do. She kindly pointed out to us the Convent of St. Clara, the main part of

which we found to be a long, narrow, white plastered building with iron gratings at the windows which were well up from the ground. At right angles to this building, and connected with it,

was the Convent Chapel. The interior of it was ceiled with yellow varnished wood, and looked cheery and rather modern.

At the entrance to the Convent I rung a bell, and soon a little wooden window behind a grating flew open and there appeared a nun's head. I told her as best I could that we had come to see where the great educator Pestalozzi lived. She informed me that he was dead and did not live there now, which fact I in turn informed her we knew, but nevertheless we desired to see, if possible, the rooms he once occupied. That nun disappeared but another came. She was as sweet and white as an edelweiss, the flower of Switzerland. She smiled faintly thru the grating and said, "Warten Sie! Warten Sie! (Wait!)" We waited, and soon a third nun came, quite like the second, with a voice full of sympathy and melancholy. She said the Mother Superior would soon admit us and show us the desired rooms. We went up a flight of stairs in company with our venerable guide, and passed thru the reception-room of the convent.

We visited the two rooms which Pestalozzi once occupied. They are school-rooms now, as then. A nun was varnishing the seats and desks in one of the two rooms. I suppose they were taking full advantage of the summer holidays to have all in readiness for the fall term.

Pestalozzi's life here at Stanz is best described by himself. "I was among the children from morning till evening. Everything tending to benefit body and soul I administered with my own hand. Every assistance, every lesson, came from me. My hand was joined to theirs and my smile accompanied theirs. They seemed out of the world and away from Stanz; they were with me, and I with them. We shared food and drink. I had no household; no friends, no servants around me. I had only them. I slept in their midst. I was the last to go to bed and the first to rise. I prayed with them and taught them in bed till they fell asleep."

Pestalozzi worked here at Stanz six months, but at the end of that time was obliged to leave, as an army took possession of the convent.

After recuperating his nervous system, which was somewhat racked, Pestalozzi went to Burgdorf to teach. The altitude of Burgdorf is very high indeed, and on a clear day one can see a group of the Alps very distinctly. The castle where Pestalozzi lived is situated on a rocky height, commanding an excellent prospect. On one of the walls of the castle within the court is a white marble slab erected in memory of the educator. It bears the following inscription: "Thus speaks the God-like spirit within us, 'Live not for thyself; live for the brethren.'" The quotation is from "How Gertrude taught her children." I tried to take a snapshot of this tablet, but the officer-in-charge, for it is now used as a military fort, would not permit me to do so. The forts and castles on the Continent are protected from camera fiends not from any dislike to those who pursue the pastime, but in order that no copy of the interior of their forts may get into the hands of their enemies. The whole castle was occupied by Pestalozzi. A part of the castle is still used as a prison, as it was in his day.

Of all of Pestalozzi's establishments perhaps in this school at Burgdorf he most fully realized his views. What were these views? Pestalozzi, like Rousseau, wished to return to Nature. He desired to reach the child who is father of the man, thru his senses. Accordingly he threw away the old sort of teaching which for the most part consisted in training the memory, and he sought to develop the nature of the child. As one of his contemporaries said, "Pestalozzi has proven that every child is capable of doing something if the teacher is able

to draw out his talent and awaken the powers of his mind in the order of their natural development." Pestalozzi taught reading by the phonetic method and made use of object-lessons, which at that time was an unheard-of method. He himself says, "The sole instruction given to the human being consists merely in the art of giving a helping hand to his natural development." Does this not contain the germ of our modern elective system in the colleges of to-day, and is not our modern specialization founded on this very fact?

Because of political changes Pestalozzi was dispossessed of the Castle at Burgdorf, and by invitation a part of his school went to Hofwyl, where they occupied a building near a school conducted by Fellenberg. The other part of his school took up residence at Münchenbuchsee. We arrived at this latter place about ten o'clock one morning. We had no difficulty in finding the old school. It is large and bulky and might be taken for an inn. It has an odd high tower which doubtless was used for a bell tower when the building served as a convent. A generous load of newly-cut grass near the adjoining barn of huge proportions bespoke of industry. The buildings are now used as a Canton Institute for deaf boys. The ages of these boys range from eight to sixteen. As we passed from room to room in this dark and mouldy-smelling school, a yearning expression was to be seen in all of their faces. Nor was there anything very cheerful for these boys to see about them. In one hall there were on the walls some dingy prints; in another room a picture of Pestalozzi and a small picture of Christ healing a deaf child. But this was about all there was of ornament. One of the teachers then took us out in the flower and vegetable garden. The boys help to care for the plants and flowers, and one can but think that it is here they best enjoy themselves.

Hofwyl, where the rest of Pestalozzi's pupils were housed, is only a short distance away. A short walk brought us to the place, and the Professor of Mathematics showed us about the premises. Here young men are educated for teachers. Their ages range from sixteen to eighteen. They spend two years here and then go to Berne for two years in the normal school.

Pestalozzi and Fellenberg were not adapted to each other. It was not true in their case that opposite natures harmonize. Pestalozzi always called Fellenberg a man of iron. Our guide showed us Fellenberg's grave, surrounded by an iron fence and a group of large trees.

But Pestalozzi's teachers and pupils desired to be united, so Yverdon, a town situated on Lake Neufchatel was selected. This lake is peaceful and quiet and lacks the attractions of Lake Thun or Lake Lemane, or other Swiss lakes. The Chateau at Yverdon, which Pestalozzi occupied for about twenty years, was built in the twelfth century. Its four large, round towers and high flanked walls speak of a time when men lived by might and not by right; when rich young men were arrayed in silk and soft raiment, and young and old passed the midnight hour around the banquet board with jest and song.

The Chateau is now used as a public school. An inner court, which is used as a playground was a garden in Pestalozzi's day. There is a second garden in the rear of the Chateau, and in it, under a chestnut tree, Mrs. Pestalozzi was buried, but her body was afterwards removed to the village cemetery.

Pupils flocked to Yverdon from all parts of Germany, England, France, and Sweden. The King of Prussia visited Neufchatel, and in 1814 the Emperor of Russia bestowed upon Pestalozzi the order of St. Vladimir, fourth class. Thus honors at last

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fell to the lot of Pestalozzi, but in 1825 the school was closed. There arose trouble and dissension among the teachers, tho the root of the apparent failure was a lack of organizing power and executive ability on the part of Pestalozzi himself, and his want of generous culture and a calm and well-balanced temperament. In a letter to a friend, Pestalozzi wrote, "It seemed to me as if the closing of the institution was the closing of my life."

In 1827 Pestalozzi breathed his last and was buried in the cemetery at Birr, next to a school-house, one end of which bears a fine inscription to his memory. It was a rainy, damp morning when I visited the resting-place of this great man. The night before I had bought a bouquet of asters of a gardener, so I carried these and put them on his grave at Birr. The grave is close to the school-house, but it faces a church which stands in the same yard. Pestalozzi always revered the Church, but his heart was with education proper.

Pestalozzi is to be honored and remembered because he made plain the principle that education is a developing of the faculties rather than an im-

parting of knowledge. And he not only believed and made others believe this fact, but he acted on it.

Henry Houck.

"The best-loved man in Pennsylvania."

Like one, who, climbing some high Alpine hill,
In looking back sees, one by one, unfold
The beauties of the snow-peaks edged with gold,
The lake green-framed, pellucid, calm and still;
So, Brother, you have climed with dauntless will,
And, turning now, with joyful heart behold
The heights and depths of all our love untold,
That seeks your cup of happiness to fill.

For years you scattered, daily, seeds of joy;
The seeds sprang up—you're reaping what you sowed;

The harvest, time itself can not destroy,
For in the hearts of men 'tis safely stowed.
Tho ripe in years you're not, like some, alone,
But rich in friends, you've come unto your own.
—JOHN L. SHROY.

The Industrial Improvement Schools of Wuerttemberg.

The Place of Vocational Training in the Kingdom.

By ALBERT G. SNOWDEN, Teachers College, Columbia University.

In the old German song which Longfellow has aptly rendered into American, a Swabian peasant—doubtless from Wuerttemberg—bespeaks happiness for the "stout and hardy men and the nut-brown maidens there." The measure of contentment claimed for the rugged tillers of the soil is found in all walks of life in that snug little kingdom. For Wuerttemberg is the kingdom of contentment. Other lands may have towns that are bigger and busier than those here seen—the true story of the development of New York or Chicago outclasses the fairy tales of seven-leagued progress—but few countries show either town or land where the conditions not inherent in soil, climate, or location are more generally hopeful than in Wuerttemberg. This notwithstanding certain native disadvantages.

The country is comparatively poor in natural resources. Tho rich in salt mines, there is a lack of coal for manufacturing purposes and only a scant supply of "white coal," otherwise water-power. Here are no bonanza farms or wealth-producing El Dorados. In many a case the waste of a Kansas wheat-farm would make a merry harvest for the Wuerttemberg peasant. Industrial competition is entrenched on all sides without the Kingdom. Furthermore, the property-owner may not look to the earnings of the Government railroads to reduce his taxes, for a glance at the map of Europe reveals the unfortunate situation of the country with regard to transcontinental traffic, and explains why the annual profits are only three per cent., or about enough to pay the interest on the railroad debt, whereas the Prussian railroads yield an annual revenue of six or seven per cent. The Wuerttemberg system is overbuilt, and is at the mercy of the larger *Reichslaender*. By the way, it was Bismarck who nearly succeeded in consolidating the states' railroads into an Imperial system. But the South dissented from the plan, and now conditions are reversed. The South, and especially Wuerttemberg, is the victim of traffic discrimination. There is not much tourist traffic here either, at least to such an extent as maintains many an European town thru the lavish expenditures of Americans.

While speaking of revenues, let us mention the

chief proprietary source of income for the Kingdom. It is a wonderful illustration of that statesmanlike prevision that has put the country on an economic basis that is unassailable, and which, in substance, is the theme of my writing. The Government forests, in 1904, covered an area of 483,421.5 acres (195,638 ha). When all expenses of maintenance had been paid, there was a net revenue from the forests in that year of \$2,701,587.25 (11,341,200 M). And that without impairing the value of the forests in any way. Here is a regard for "woods and templed hills" that is not only patriotic, but practical. Such forethought, evinced in many directions, has made Wuerttemberg self-sustaining and independent. If not wealthy, it is prosperous, and that is better.

The Government assists and protects the agriculturist and the laborer just as it aids and protects the manufacturer—helping to increase both the quantity and the quality of the output of factory and field. And despite the drawbacks already cited, despite the cumbersome traditions of court and caste that prevail, despite the awkward alliance of Church and State, and other inherited encumbrances, the various elements of society co-operate to a degree not found in some democracies. Study at close hand shows that problems of common interest have been met in a statesmanlike manner, whether relating to social, commercial, agricultural, or industrial needs.

But let us see for ourselves. Perhaps we shall enter the country from the East, at Ulm, whose lofty cathedral spire, the highest in the world, at once symbolizes the predominance of religion in the Wuerttemberg scheme of government, and is a striking tribute to the excellence of her builders, who erected this gothic marvel to a daring height, at the same time making use of ancient foundations that were anything but promising.

The industries of Ulm we find to be surprisingly diversified and prosperous. We are later to see that this condition is a general one, and as we inspect the numerous towns that cluster in the valleys between Ulm and the capital and metropolis, Stuttgart, we are to become convinced that the Wuer-

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temberg workman is doing his share for the German industrial advance that is attracting the attention of the world and is even putting the English competitor on the street.

The shops of Stuttgart delight us with the variety of useful and artistic objects they display, rivaling the stores of Duesseldorf, Copenhagen, Dresden, Vienna, Munich, and Paris, because of the situation of the town excelling all in the compactness of the exhibit. We are not to believe that all these things are the product of Wuerttemberg industry, for an examination will show us just what goods have been brought from the other German cities or from abroad. Let it not rejoice the American overmuch if he finds an occasional window-display of Yankee inventions, for he will soon learn that this gratifying showing is to a degree counterbalanced by the exportation to America, or to rival markets, of a vast quantity of Wuerttemberg products, of the kind wherein superior workmanship is, on the whole, the essential quality. This fact is not sufficiently demonstrated by an examination of the export returns of the American Consulate alone, since exports to the United States are not entirely typical, for reasons wherein the various tariffs play a large part. I quote a few details, however, from the quarterly *Declared-Export Return* of the American Consular District of Stuttgart, in which it appears that the total declared value of exports to the United States for the quarter ending September 30, 1906, was \$608,320, an increase of \$55,915—more than ten per cent.—over the corresponding quarter of 1905. The leading item was for musical instruments (chiefly mouth harmonicas and accordions), for the excellence of which America paid the Stuttgart district \$74,242 during the three months. Motor cars and supplies came in for an export value of \$71,857; machinery and tools—"coals to Newcastle"—\$67,405; woolen and mixed underwear—ditto—\$66,298; cotton waste, \$42,728; toys, \$38,453; silver and plated ware, \$29,699; clocks, \$26,222; drugs and chemicals, \$23,753; kid gloves, \$23,559; surgical and other scientific instruments, \$23,328; colors, \$22,358; books, \$10,488; "watchman's time detectors," \$9,385. Cotton and leather goods, and a quantity of miscellaneous products went to make up the remaining declared-export return of \$80,000. An interesting item was over \$2,600 spent by Americans for illustrated post-cards.

It will be noted that the book-trade does not come in for its proportionate share in the return. For Stuttgart stands next to Leipzig as a German publishing center, and its products are exported annually to the extent of millions. Neither does the report indicate the true importance of the woodenware industry in Wuerttemberg. However, it is made evident in the Imperial Statistics for 1906, verified by our personal investigations, that Wuerttemberg is more than holding its own among the German States in the production of machinery and implements, in the textile, wood, and metal working industries, and in the manufacture of musical instruments and art materials, and of paper, leather, and rubber goods. When it is observed that Wuerttemberg is also producing its share of the agricultural output of the Empire, at the same time furnishing its full quota of 25,000 men to the Imperial army, what the industrial achievement means, in the face of natural disadvantages, becomes clear. It means that the Wuerttemberg workman has taken his place in the front ranks of that industrial army that is fairly started on a conquest of the world of trade. No one in possession of the facts will deny that this campaign has been well planned, or that Germany is making rapid progress in this direction.

England has already been successfully invaded, and the "practical Yankee" set at naught. Take

this illustration as one of many; the single item of machinery and tools. Germany's sales to the United States have doubled in the five years from 1900 to 1905. Meanwhile American sales to Germany in this line, are now about one-third the totals of five years ago. For the same period Germany now sends to England twice as much finished products, receiving only two-thirds the former imports. To Sweden, Denmark, Argentine, and Chile, Germany now sends double the quantity of machinery and tools exported five years ago, while to China it sends five times the former amount, and to Canada four, and to Portugal three times the quantity sold in 1900. In the case of all other countries there has been a gradual increase of trade.

Our consuls, importers, and manufacturers who are in touch with the situation, seem to have agreed that this successful invasion of the world's markets is the logical outcome of the greater average efficiency of her workmen. An analysis of what Wuerttemberg has done toward securing this high vantage ground gives the keynote of progress for the whole German industrial movement, and is the more fruitful since the Kingdom has this very year embodied the results of over three-quarters of a century of experience with industrial improvement* schools (*Gewerbliche Fortbildungsschulen*—industrial "continuation schools") in a remarkable bit of legislation to be described in detail later.

The industrial and commercial improvement schools of Wuerttemberg are designed to give a broad vocational training, as a basis for greater efficiency and industrial and commercial intelligence, to boys and girls of fourteen to eighteen years who have left the common schools at the end of the compulsory period (six to fourteen) as nearly all do, and have gone to work.† Instruction has hitherto been given on Sundays or holidays, or in the evening, but under the new law will be given in the daytime on week-days. The schools attract older working-men, as well as apprentices.

One evening, when I was conversing with the director of the Stuttgart industrial improvement school, a man fifty-two years of age entered the office and enrolled for his thirtieth half-year in the institution. I talked with many who had been regular in attendance for ten or a dozen years. When schools will draw like that, it is evident that they have something vital to offer, and that this belief is shared by the masses. It also becomes clear, with regard to schools in general, why for many years the Wuerttemberg records have shown no perceptible traces of illiteracy in the Kingdom.

Wuerttemberg, in area and population comparable to New Jersey, had in 1905 two hundred and forty-three industrial and commercial improvement schools, public drawing schools, and "women's work" schools (*Frauenarbeitschulen*) scattered thruout the Kingdom, with a total of twenty-eight thousand

*Thruout I have by preference employed the term industrial, commercial, or general "improvement" schools, in lieu of the expression "continuation" schools. The *Fortbildungsschulen* in which general subjects (that is, mainly the "four Rs"—reading, writing, arithmetic, and religion) were taught originated before the vocational (industrial and commercial) *Fortbildungsschulen*. In the case of the former there was a real "continuation" of the work done in the common schools. This is hardly so apparent in the case of the vocational "*Fortbildungsschulen*," and many Germans are not satisfied with the term that has been in vogue. In our language "improvement schools"—qualified by the adjective "industrial," "commercial" or "general" seems better, and, moreover, a notable precedent for its use is found in an important series of English special reports on German schools.

†The German Imperial law prohibits altogether the regular employment of children under twelve in the industries and permits their employment when above that age only under the severest restrictions as to hours of labor, factory conditions, and compliance with the compulsory education laws. A great many go to work at the age of fourteen.

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five hundred and seventy-four students. One hundred and fifty of the institutions were industrial improvement schools for young men—twenty-two compulsory, by local option, and one hundred and twenty-eight non-compulsory—attended by 18,535 students (1,349 + 17,186), four were commercial improvement schools—two compulsory and two optional—with a total enrollment of 1,245 (225 + 1,020); forty-two were industrial drawing schools with 894 pupils on the rosters; fifteen were industrial improvement schools for girls (or female departments in the industrial schools for men) with 1,042 in attendance; and thirty-two were “trades-schools” for girls and women, with 6,858 on the lists. Industrial drawing was taught in these schools by six hundred and fifty-four specialists, and the remaining subjects by nine hundred and fifty-two instructors.

The State gave aid to the schools to the extent of \$73,500, of which \$66,500 was for the industrial and commercial improvement schools alone. The growth of the two last-named institutions during the past forty-five years is indicated by the following statistics: In 1861-'62, they were found in 84 localities, with 7,273 pupils; in 1871-'72, 155 places, 9,763 students; in 1881-'82, 153 communes, attendance 10,225; in 1891-'92, 188 and 17,250; in 1901-'02, 239 (of these 104 were only for drawing schools) and 21,054 students; at present, fully 30,000 students, including those in the “women's work” (“trade”) schools.

The new law—to be in full operation in 1909—will add a still greater number to the lists. It compels all localities (*Gemeinden*) having for a period of three successive years at least forty youths under eighteen years of age engaged in commercial or industrial pursuits to establish an industrial or commercial school, and to maintain it as long as the number of such youths employed does not fall below thirty for three years in succession.

The term “commercial or industrial pursuits” is given the widest possible scope in Wuerttemberg, and takes into account not only the factory hand and the counting-house assistant, but the day laborer, the grocer's clerk, and the errand boy.

The law provides for the compulsory attendance of all young workmen (a stipulation formerly left to the localities to decide), in virtue of Imperial laws based on a North German ordinance of 1869. The chief objective point of the law is to furnish opportunity for instruction during the workdays,—instead of evenings, Sundays, or holidays, as before. The minimum number of hours per year is to be two hundred and eighty. The schools are to be organized more strictly than ever along vocational lines, and instructors especially prepared thru long courses of training are to be put in charge everywhere. The courses will extend over a term of three years, instead of two, as formerly.

Besides the schools already mentioned, Wuerttemberg has an unusual number of other State-aided institutions and special courses, of all grades, in which vocational instruction is given. This, in addition to a general educational system that is as well developed as any in the world, if not better. Peculiar to the system is a great variety of types of schools, each concentrated upon a special aim. The vocational schools have been more practical than in other States, a higher percentage of the population has been enrolled in vocational schools than in other States, and Wuerttemberg was the first to make vocational educational compulsory by State law with day instruction for all apprentices engaged

in industry or commerce. Wuerttemberg's classical schools have long been more classical and its “realistic” schools stronger in mathematics than those elsewhere in Germany. Its system of schools for all the people is the oldest in the world. There is a considerable number of “Latin” schools in the Kingdom—the direct descendants of the monastic and municipal schools of the Middle Ages, tho at present modern in spirit and equipment. Likewise the theological seminaries are the continuation of the old monastic schools, with the addition of modern methods. The University is one of the oldest in existence. The agricultural college is the oldest in Germany. The same is true of the Industrial Museum at Stuttgart. Also, the pedagogical exhibit of this museum is the oldest permanent exposition of the kind in the world. The Sunday-schools of Wuerttemberg are the oldest institutions of the kind in existence. Reutlingen, in Wuerttemberg, had the first “women's work” school in Germany. Wuerttemberg has done much more than Prussia for the education of women thru State initiative. Its Technical College and Royal Building Trades School are in many respects admittedly the best in Germany. The educational system is unique, too, in the fact that home training is much preferred to that of the kindergarten for the earliest years. There are very few schools for infants, the kindergarten being ordinarily private, not included in the State system, and only rarely considered part of a city system, altho more often subsidized by the latter.

If proof of the general efficiency of Wuerttemberg's educational system is desired, compare, for instance, the almost absolute literacy† of the Kingdom with the records of our States highest in this respect—those in the West. Iowa and Nebraska headed our honor roll in 1900, with a percentage of illiteracy of “only” 2.3 per cent. Maine, the first Eastern State in the list, came eighteenth, with 5.1 per cent. who did not read or write. New York State is next, with 5.5 per cent.—New York County (Manhattan and the Bronx) 8.1 per cent., while Louisiana is at the bottom of the list, with an illiteracy of 38.5 per cent. All make a poor showing when put side by side with Wuerttemberg in the statistics of general culture in all walks of life. Or, if you believe the comparison on the basis of literacy unfair, because of our colored population and annual accessions of illiterate immigrants, compare the State-aided schools and attendance in Wuerttemberg with all the schools, public and private, that any State in the Union can show in proportion to the population. Compare also the “clock-work” school attendance of Wuerttemberg, and the training, length of service, and general efficiency of the teachers with the conditions in any American community, and see just how far Old World Wuerttemberg is behind New World America in these particulars. Then observe what Wuerttemberg is doing to build, maintain, and develop vocational schools. The inquiry furnishes food for reflection.

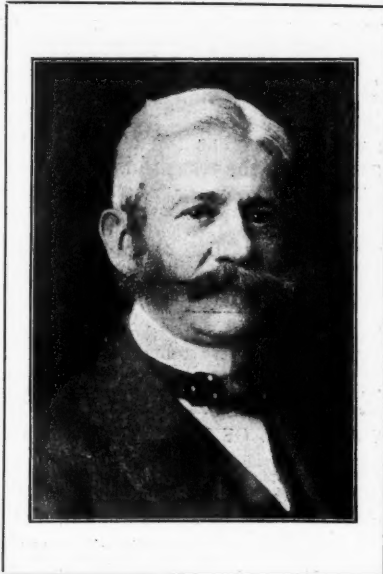
A word is perhaps required to differentiate the vocational improvement schools previously mentioned from the general improvement schools (*Allgemeine Fortbildungsschulen*—“continuation schools”) and the Sunday-schools (“Sunday continuation”). For some years all the Wuerttemberg localities have been obliged to establish general improvement schools (with instruction in religion and the common branches) for male pupils who have finished the compulsory common school course, and also for female pupils where possible. Students of both

† Out of 11,000 recruits for the army examined in Wuerttemberg each year, only three individuals, on the average, are found to be illiterate. These are invariably Germans from the other states, or from out-of-the-way colonies.

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sexes who are thru with the common schools are obligated to attend the general improvement schools for a period of two years, and for a total of eighty hours a year, to be given, ordinarily, at the rate of two hours a week, on workdays (usually evenings). In the most of the agricultural districts four hours a week for twenty weeks in the winter, and in a few cases instruction on Sundays, is permitted. Exempt from attendance are those who are enrolled in a higher institution, or in a vocational improvement school.

In the event that for local reasons the community is excused from the letter of the law, a Sunday-school, like the week-day improvement school, with instruction in the common branches as well as in religion, must be substituted. Attendance here is compulsory for three years—in communes with a single day-school teacher, for only twenty hours a year, and in those with two or more, for forty hours a year. In 1905-'06 there were general improvement schools in 1,969 Wuerttemberg localities, with 2,273 "rooms" and 37,770 pupils (22,682 males, 15,088 females). Of the 2,273 "classes" 692 had the instruction spread over forty weeks, and 1,581 during the winter semester only, in double measure. On workdays, 1,891 classes were taught; on Sundays, 123; on both, *259. Day classes were 749 in number; evening classes, 1,302; partly day and partly evening classes, 222. Sunday-schools for boys were found in 182 places, with 186 "classes" and 3,119 pupils; for girls, in 1,593 localities, with 1,646 divisions and 32,345 pupils. Total number of Sunday-school pupils, 35,464.

With all due respect for numbers, it must be admitted that the general improvement school of Wuerttemberg is rather a sorry institution in comparison with the vocational improvement schools. And the same thing is true in those German States which require a longer period of attendance yearly. However, their social value is considerable, and

they do help a few ambitious persons, and even catch a few black sheep and give them enough mental baggage to enable them to count as literate. But in Wuerttemberg, with a total of only eighty hours a year (making about thirty-two average school days in the two years, there is very little time in which to accomplish the announced aim, viz.: "To give the knowledge necessary for practical life." In the industrial improvement school it is different. There you have a total of 840 hours in three years (or practically two school days a week), religion and the purely cultural subjects are eliminated, and instruction in the student's own field is given, as far as possible by practical workers, of distinction and with special ability and training. Meanwhile the student has the chance to put the theory he acquires to the test in his daily work.

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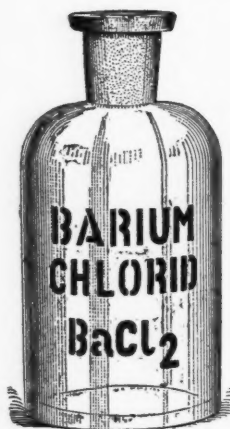
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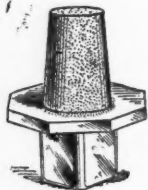
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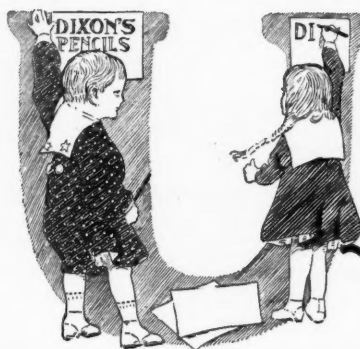
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Balances and weights of every description. Carl Zeiss Microscopes, Polariscope, Spectroscopes, Jena Normal Glass, S. and S. Filter Paper, Graduated Glassware, Finest Porcelainware, etc.

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UNLESS we hear from you to the contrary we suppose you are using

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in your school work and that everything is satisfactory. New styles, shapes and colors are being added to our list every little while.

We would be glad to send you our Pencil Guide, it will aid you in making your selection, and then if you will send us 16 cents in stamps, we will make up a sample package that will give you the ocular proof of their excellence.

The "pencil that fits" is the only one you want in your schoolroom.

A complete set of the 26 initial letters, in four different sizes measuring from 1 to 2½ inches, will be sent, free of charge, securely packed in a mailing tube to any teacher who wishes them. They are very useful in many ways in the lower grades.

Joseph Dixon Crucible Company

Jersey City, N. J.

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Operators, Attention!

VACATION SEASON AND
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Are Next in Order



During the next three months we will need a large number of experienced stenographers and typists for temporary (as well as the usual number of permanent) positions that are at our disposal.

Competent stenographers and typists are requested to register at any of our Employment Departments,—All Principal Cities. This service is free to all.

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Perfect Pens are
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The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of weekly events.

Professor Peters, of the United States Naval Observatory, observed an enormous group of solar spots with the photo-heliograph, on June 15.

He says:

"The total length of the group is 82,000 miles, while its breadth is about 800,000 miles. It is nearly one-tenth the apparent diameter of the sun and can be easily seen thru smoked or colored glass."

The ill-fated launch of the battleship *Minnesota*, which was lately lost in Hampton Roads, was discovered by dredging in deep water off Jamestown pier on June 14. The launch, while returning to the ship, was cut in two by a wire cable tow line.

The members of the Washington Headquarters Association opened an exhibition of colonial relics in the old Jumel Mansion on Washington Heights, New York City, on May 29. Many interesting objects of historic associations were loaned to the exhibition.



THE JUMEL MANSION.

The above is H. D. Williams's artistic presentation of the historic old Jumel Mansion in New York. It was Washington's headquarters during the Revolution, and before that was the home of his first sweetheart, Mary Philipse. Later it was bought by a wealthy old Frenchman named Jumel, who installed there his pretty, young wife. After his death she became a brilliant and audacious figure in New York. Her home has been chosen as the scene of "Hearts Triumphant," the picturesque novel which Mrs. Edith Sessions Tupper has written, with fascinating Betty Jumel as the central figure.

After an interval of six weeks an earthquake shock occurred at Kingston, Jamaica, on June 13.

A big yearling bear cub was killed on Mount Whiteface in the Adirondacks on June 4. A few days earlier a big, black bear weighing over four hundred pounds, was killed on Mount Whiteface. He had been caught in a thirty-pound bear trap with a one-hundred-pound clog attached. He dragged this for twenty miles before he was cornered and killed.

William Waldorf Astor recently distributed \$50,000 among four London charities. Two of these were the National Refuge for Homeless and Destitute Children, and the Societies maintaining the training ships *Arethusa* and *Chichester* for poor boys of good character.

The millers of the Northwest have taken their cue from the bulls of the Chicago Board of Trade. The

price of flour following that of wheat has climbed up from four dollars and fifty cents to six dollars a barrel in about a month.

June 14 was commencement day at West Point. There were 111 members of the graduating class. General Lawton, of the Board of Visitors, made the annual address. Brigadier-General William P. Duval gave out the diplomas.

In an address made at the commencement exercises at the University of Minnesota, on June 13, Secretary of State Taft advised his hearers to enter practical politics.

In addition to numerous gifts to Yale, Andrew D. White, class of '53, formerly Ambassador to Germany, has given to the University a prize for excellence in library work. This prize was awarded for the first time on June 15. It was won by Frederick Lamont Gates, of Montclair, N. J.

King Frederick and Queen Louise, of Denmark, arrived in France from England on June 14, to be the guests of the Republic for three days. The royal visitors were welcomed at Cherbourg by President Fallières.

Coal Ordered to Japan.

The Navy Department lately ordered 6,000 tons of coal to the United States Naval Station in Yokohama Harbor, Japan. The coal is kept for the use of the American vessels attached to the Asiatic station in the north, so that they need not return to Manila for it.

This coal order is considered evidence of continued friendly relations with Japan.

Pier Strike Ended.

After a struggle of nearly six weeks, the big strike of New York longshoremen was declared off by the Longshoremen's Union Protective Society, on June 13. On June 14, the strikers returned to work at the old rates. These are thirty cents an hour for day work, and forty-five cents an hour for overtime and work on Sundays and holidays.

Squadron Sails for Bordeaux.

A special service squadron consisting of the cruisers *Washington* and *Tennessee*, sailed from Newport for France on June 14. It will represent the United States at the Exposition which is to be held at Bordeaux in July to celebrate the 100th anniversary of the opening of steam navigation.

New Liner Arrives.

The new 18,500-ton Hamburg-American Liner *President Lincoln*, reached New York on June 12. She met with stormy weather on her maiden trip; which prevented her from making very good time. She is considered one of the most comfortable steamers in the Hamburg-American fleet. She can accommodate 324 first cabin passengers, 1,250 second cabin passengers, and 1,000 third class passengers. She is a sister ship to the *President Grant*. She is fitted with twin screws and is schooner-rigged with six steel masts. She was built by Harland and Wolff, of Belfast.

THINK!



¶ Think of the number of typewriters that seemed popular a few years ago.

¶ Think of the different ones seeking public favor today.

¶ Then think of the Remington, which has been the standard since typewriters were invented and which maintains its supremacy solely through lasting merit.

¶ The man who *seeks* experience may seek it anywhere, but the man who *heeds* experience buys the

Remington

¶ Have you tried the new Remington escapement? It will be a revelation to you of the latest and best in typewriter achievement.

Remington Typewriter Company
New York and Everywhere

Earthquake in Chile.

A severe earthquake was experienced at Valdivia, Chile, on June 13. Several buildings and railway bridges were destroyed.

Valdivia is on the seacoast, about 500 miles south of Valparaiso. It has a population of 10,000.

President Amador Will Go Abroad.

The Legislative Assembly of Panama has granted President Amador six months' leave of absence. While absent he will bear the title of Titular President. General Obaldia, the Minister of Panama to the United States, will act as President from June 25.

Franco-Japanese Treaty Signed.

The Franco-Japanese agreement was signed in Paris on June 10. It was signed by the Foreign Minister, M. Pichon, on behalf of France, and by Minister Kurino, for Japan.

The treaty recognizes the integrity and independence of China. It also guarantees the most favored treatment for the Japanese in Indo-China, and for French subjects of Indo-China in Japan.

Advantages of Suez Canal.

Prince Auguste von Arenberg, President of the Suez Canal Company addressed the directors at their annual meeting in Paris on June 4. He said that the Company held the monopoly of the Suez Isthmus route. Any competitive canal like the proposed German waterway would have to pass thru the Valley of the Jordan. The engineering obstacles there were unsurmountable.

The Prince declared that the Suez Canal had nothing to fear from the Panama Canal. Little American tonnage passes thru the Suez Canal. He believes that every new trade route to the far East will increase traffic thru the Suez Canal.

Norway Women Voters.

On June 14 the Norwegian Parliament passed a bill giving the suffrage to all women twenty-five years old who are taxed on an income enjoyed by themselves or their husbands of \$113 in cities and \$84 in the country. The new law creates a total of 300,000 women voters.

Alaska Land for Settlement.

By authority of the Secretary of the Interior, about 2,980,000 acres of land in Alaska will become subject to settlement on September 30. This land was withdrawn on June 30, 1903, for the proposed Norton Bay National Forest. It is situated on the north shore of Norton Sound, about fifty or sixty miles south of the Arctic Circle, in the Juneau Land.

The following lands have been restored for settlement:

About 250,240 acres temporarily withdrawn for the proposed Deer Lodge and Ruby Mountains national forests and for an addition to the Helena national forest, Montana.

About 220,000 acres withdrawn for an addition to the Madison forest, Montana.

About 39,680 acres withdrawn for forestry purposes near the Las Animas national forest, Colorado.

About 244,000 acres near the Fruita, Lasal, and Uncompahgre national forests, Colorado.

About 35,200 acres near the Pike's Peak forest, Colorado.

About 24,960 acres near the Holy Cross forest, Colorado.

About 50,880 acres adjoining Crazy Mountains forest, Montana.

About 20,320 acres near Bitter Root forest, Montana.

British Schooner Seized.

In June 4 the Secretary of the Treasury received a dispatch from Captain Ainsworth, of the revenue cutter *Rush*, stating that he had seized the British sealing schooner *Charlotte G. Cox*. He found it illegally catching seals in Fairweather Grounds off Alaska. The schooner had seventy-three fur seal-skins on board.

Captain Ainsworth was ordered to deliver the schooner to the British authorities at the nearest port in British Columbia. This is in accordance with the agreement between the two governments in case of seizure.

French Strike Not Yet Settled.

While the officers of the striking French sailors are inclined to accept the Steamship Company's conditions, the sailors would rather keep on striking.

On June 4 the strikers stretched cables across the entrance to the port of La Rochelle. These prevented the fishermen from going out to the banks. The troops interfered and made several arrests.

The Duma Dissolved.

As a result of many differences between Premier Stolypin and the Duma, the Lower House of the Russian Parliament was dissolved on June 16. In an article addressed to the municipal press of St. Petersburg, General Dracheffski, the Prefect, announced that the publication of any article against the Government will be considered a misdemeanor punishable by a fine of \$1,500, and three months in jail. Over 700 arrests were made in St. Petersburg on June 15.

War in Upper House.

The conflict between the Russian Government and the Lower House of Parliament has been extended to the Upper House or Council of the Empire. The existence of this body lapses simultaneously with that of the Duma.

St. Petersburg, on June 15, looked like an armed camp. Detachments of infantry and cavalry kept arriving. Owing to these precautions, the dissolution of the Duma was quietly received thruout Russia.

Parliament of Peace.

The Second Peace Congress opened very quietly at The Hague on June 15. The First Congress met in the orange saloon of the Princess Amalia's royal villa. The old brick Hall of Knights, which has been appointed for the sittings of the Second Congress, while a picturesque building, is considered somewhat gloomy. It is, however, more conveniently situated.

The Dutch Minister of Foreign Affairs welcomed the delegates. He nominated M. Nelidoff, the Russian Ambassador at Paris, as the chairman. M. Nelidoff then delivered a short address. His speech was considered as a deliberate warning to the Conference to continue the work of the First Conference in studying how to lessen the horrors of war and how to lessen the chances of war by opening wider the door of arbitration.

Both M. Nelidoff and M. van Tets van Goudrian, paid high tributes to President Roosevelt, which were received with hearty applause.

The opening day was dreary and overcast. The Hague, however, was gay with the red, white, and blue flag of Holland, side by side with the orange standard of the House of Nassau.

The American Policy.

The broad policy which will guide the American Commissioners at The Hague was defined by the Department of State on June 15.



The Smith Premier Typewriter has widened its market until it includes the whole civilized world; has become the typewriter of over 300,000 operators and has, during 1906, broken every previous record of sales, because it has from the beginning best met every typewriter need.

The tri-color feature of the Smith Premier Typewriter is recognized as the greatest improvement in modern typewriter construction—yet in providing it, none of the strong fundamental features, for which the Smith Premier has always been noted, have been sacrificed. Complete literature on request.

THE SMITH PREMIER TYPEWRITER COMPANY, SYRACUSE, N. Y.
BRANCHES EVERYWHERE

The American delegates will earnestly advise The Hague Convention to abandon all questions on which it is evident that no practically unanimous agreement can be reached. They will recommend a general friendly discussion of those points on which an agreement seems likely.

As it is evident that no agreement upon the question of limitation of armament can be reached, they will advise that this question be allowed to go over.

The Destructive Rat.

The rat is said to cause more damage than fire, flood, or most other destructive agencies. A single rat will eat about two ounces of wheat or corn in a day, and will destroy far more than it eats. Rats enter stores and warehouses and destroy quantities of dry goods,—laces, silks, woollens, leather goods. They often gnaw thru lead pipes and flood buildings with water or fill them with gas.

Rats destroy eggs and young poultry, pigeons, game birds and wild songbirds. They have been known to kill young rabbits, pigs and lambs, and even to attack children. Carl Hagenbeck once lost three young elephants because rats gnawed their feet, inflicting incurable wounds.

In addition to the direct damage they do, rats are known to be active agents in carrying disease germs from house to house and from city to city. Biologists declare that an infallible method of exterminating rats would be worth more to the people of the United States in ten years than the Department of Apiculture has cost since it was established.

There are three kinds of rats in this country and they all came from the old world. The black rat was the first to reach our shores. It arrived about three hundred years ago. The brown or Norway rat arrived about 1775, and succeeded in almost driving out the black rat. The roof or Alexandrine rat of Egypt is a great sailor and infests ships. Naturally it is common along our coast. In Denmark the loss by rats is put at \$3,000,000 a year. In France, the damage by both rats and mice has been estimated at \$40,000,000 a year.

The Government biologists have lately issued a bulletin warning the public of the need of fighting rats and giving the best methods for killing them.

The National Cathedral.

The Chapter and Council of the Protestant Episcopal Diocese of Washington have finally accepted plans for the magnificent Cathedral of St. Peter and St. Paul. The plans are those of Sir G. F. Bodley, R. A. F. S. A., of London, and H. Vaughan, of Boston. They have been at work upon them for a year. The site selected for the huge edifice is in Cathedral Close, 480 feet above sea level, in the finest part of the District of Columbia. When completed, the Cathedral will seat 5,000 persons. It cannot be built for less than \$5,000,000, and may cost much more.

Sir G. F. Bodley, the architect, has given his life to the study of cathedrals and churches. He was supervising architect of the great Liverpool Cath-

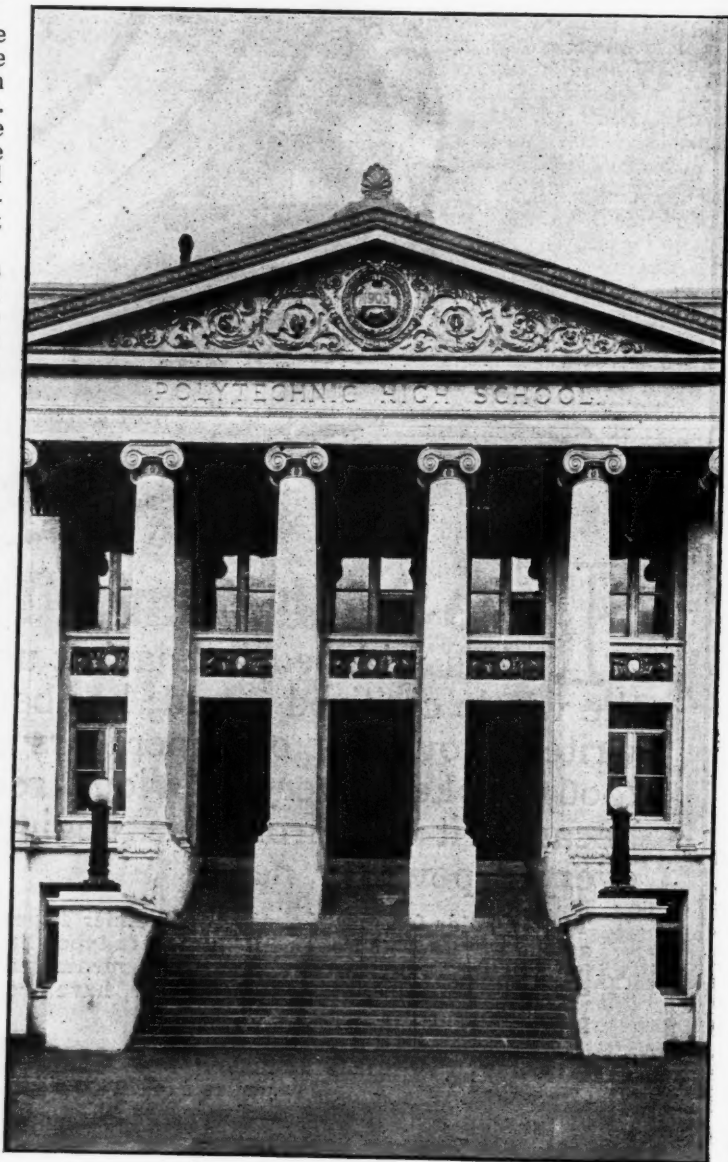
edral, and of Yorkminster, in England. He came to this country last winter to study the site upon which the Washington Cathedral is to be built.

Protection for the Heath Hen.

The only living specimen of the wild fowl known as the heath hen, is said to be on the island of Martha's Vineyard. They number only about 100.

In order to prevent their extinction, Dr. George W. Field, Chairman of the Massachusetts Fisheries and Game Commission, has asked for an appropriation of \$2,500. This sum, with about \$2,000 more which has been contributed by the citizens, will be used to breed fire stops around the breeding places of the birds. Also to maintain artificial incubators.

Dr. Field says that these birds used to be very numerous along the Atlantic Coast from Cape Ann to Virginia. They became an important article of food. Indiscriminate shooting, snaring, and forest fires, led to their disappearance from the mainland. It is believed that the heath hen could be made an important help in destroying insect pests on farms. It resembles the prairie chicken of the Mississippi Valley. Its peculiar neck feathers give it the name of pinnated grouse.



POLYTECHNIC HIGH SCHOOL, Los Angeles.
Capacity 1,600 pupils; present attendance, 1,500; cost equipped, \$300,000.



Pears' Soap is good for boys and everyone—It removes the dirt, but not the cuticle—Pears' keeps the skin soft and prevents the roughness often caused by wind and weather—constant use proves it "Matchless for the complexion"

OF ALL SCENTED SOAPS PEARS' OTTO OF ROSE IS THE BEST.

"All rights secured."

National Educational Association

WILL MEET AT LOS ANGELES, CALIFORNIA, JULY 8-12.

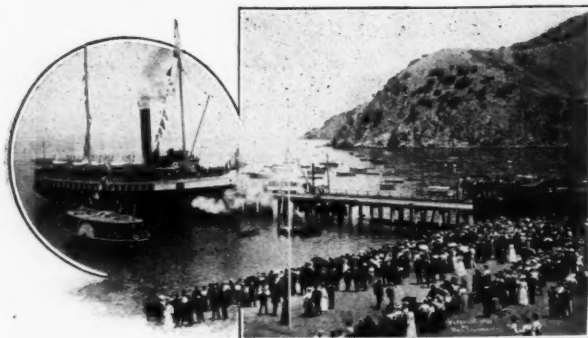
WE'LL ALL BE THERE.

The Isle of Summer.

SANTA CATALINA ISLAND'S CHARMS AND WONDERS.

Of all the places the members of the N. E. A. will visit in Southern California this year Santa Catalina Island will doubtless afford the greatest pleasure and interest, as it combines in a notable way a thousand topics of educational interest with pure and unadorned pleasure.

The island is the home of great game fishes. Here everybody goes fishing and some of the most remarkable records are held by women anglers, as Mrs. E. D. Dickenson, of New York, who has landed a one hundred and ninety-five pound tuna and a three hundred pound sea bass. Santa Catalina is three and one-half hours from Los Angeles, twenty miles by electric or steam down to San Pedro, thru a beautiful farm country, where you take a big ocean steamer, the *Cabrillo*, go out by the great



Santa Catalina.

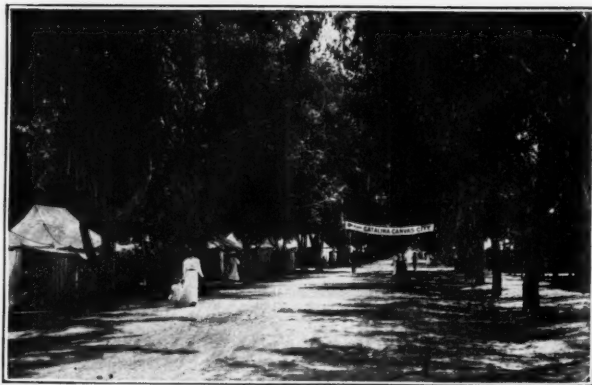
jetty which has made the outer harbor, and enjoy a two-hour sail across the beautiful channel to Avalon, due south. Flying fishes, which soar for nearly a fourth of a mile, gigantic jelly-fishes—the comets of the sea—whales of several kinds from forty to eighty feet long, sword fishes, killers, or orcas, and many other strange creatures of the sea may be seen on this trip of sixty miles out and back. You notice the flocks of gulls following the steamer the entire trip, the Mother Cary's chickens astern, the graceful Portuguese man-of-war, the great fronds of kelp, and, if it is a clear day, Catalina, only eighteen miles off at its nearest point, seems so close that you can touch it. The Sierra Madre stand out in lofty peaks from nine thousand to eleven thousand feet. We are running due south and nearing the island, the big mountain range, the Sierra Catalina, kills the wind and the sea is as calm as a disc of steel. In a short time a little bay is seen at the mouth of a big cañon which almost cuts the island in two, and then the houses of Avalon, the most picturesque spot or town in America; as we drift in and come to the dock, the town is there to see us. A large hotel stands on the grand avenue, and the town, with its elegant homes, its \$50,000 club house, its picturesque Latin church, climbs the hills and is covered in places by the groves of eucalyptus and palm which grow here.

Santa Catalina is a realm of romance. It was discovered by Cabrillo the Spanish navigator in 1547; who called it Victoria. A century later along came Vizcaino and gave it the present name. Both these captains found many natives here with canoes capable of holding twenty people, but to-day mounds, kitchen middens, caves, and deposits of

bones, shell, and stone implements tell the story, and make this group of islands extremely interesting. Every time a cut is made at Avalon, shells and the black earth of an old camp is dug up and mortars or parts of them displayed. A most interesting stage route has been built from Avalon up over the mountains to the other end of the island, and near Middle Ranch the road passes a typical cave of the stone age, in which numbers of interesting things have been found, among them a cranium as low in type as the Neanderthal skull. But it is difficult to be interested at Santa Catalina with the really serious and educational things, there are so many diversions. Who could study a bone of the stone age at Avalon, or even a collection of all the relics found here, which a citizen has, while a boatman is giving a practical demonstration on the beach not fifty feet away of the tameness of giant sea lions? The man stands at the water's edge holding an albacore in his hand shouting "Ben"; presently out of the sea pops a big, black head, which utters a blood-curdling roar, and then up the beach slowly and with a caterpillar-like movement comes a bull sea lion who answers to the name of "Ben." He certainly weighs a ton, and would be guessed at two or three, and is followed by others. Up he comes, a ferocious-looking fellow, and takes the albacore from the man's hand; then gallops back into the water, and there the fish is torn up, tossed into the air by the school of half a dozen not ten feet from you. These interesting creatures live at the rookery about two miles down the island, which is reached in a short and attractive sail. Here the small groups of rocks are often covered by the sea lions which are so tame that they permit visitors to approach within a few feet of them and pose for their photographs with perfect equanimity, often greeting the boats which pass along the rocks with loud roars.

The visitor to Santa Catalina will in vain look for the hot, melting days of summer. It is nearly always cool at Avalon. Sunstroke is unknown or heat prostrations of any kind; indeed, experts pronounce it the perfect climate so far as is known. Another peculiar thing is that from May to November, or for seven or eight months, no rain falls and there are no storms, squalls, thunder showers, or any other known to the East. In the morning a good breeze rises and blows until afternoon, the prevailing coast breeze, but in the lee of Santa Catalina all is serene and the anglers have the field, chasing the active tuna; the sea bass, the albacore, while the flying fish and scores of others present a field of astonishing interest to the angler who likes big game of the sea.

SENOR X.



Don't Poison Baby.

FORTY YEARS AGO almost every mother thought her child must have PAREGORIC or laudanum to make it sleep. These drugs will produce sleep, and A FEW DROPS TOO MANY will produce the SLEEP FROM WHICH THERE IS NO WAKING. Many are the children who have been killed or whose health has been ruined for life by paregoric, laudanum and morphine, each of which is a narcotic product of opium. Druggists are prohibited from selling either of the narcotics named to children at all, or to anybody without labelling them "poison." The definition of "narcotic" is: "*A medicine which relieves pain and produces sleep, but which in poisonous doses produces stupor, coma, convulsions and death.*" The taste and smell of medicines containing opium are disguised, and sold under the names of "Drops," "Cordials," "Soothing Syrups," etc. You should not permit any medicine to be given to your children without you or your physician know of what it is composed. **CASTORIA DOES NOT CONTAIN NARCOTICS**, if it bears the signature of Chas. H. Fletcher.



Letters from Prominent Physicians addressed to Chas. H. Fletcher.

Dr. J. W. Dinsdale, of Chicago, Ill., says: "I use your Castoria and advise its use in all families where there are children."

Dr. Alexander E. Mintie, of Cleveland, Ohio, says: "I have frequently prescribed your Castoria and have found it a reliable and pleasant remedy for children."

Dr. J. S. Alexander, of Omaha, Neb., says: "A medicine so valuable and beneficial for children as your Castoria is, deserves the highest praise. I find it in use everywhere."

Dr. J. A. McClellan, of Buffalo, N. Y., says: "I have frequently prescribed your Castoria for children and always got good results. In fact I use Castoria for my own children."

Dr. J. W. Allen, of St. Louis, Mo., says: "I heartily endorse your Castoria. I have frequently prescribed it in my medical practice, and have always found it to do all that is claimed for it."

Dr. C. H. Glidden, of St. Paul, Minn., says: "My experience as a practitioner with your Castoria has been highly satisfactory, and I consider it an excellent remedy for the young."

Dr. H. D. Benner, of Philadelphia, Pa., says: "I have used your Castoria as a purgative in the cases of children for years past with the most happy effect, and fully endorse it as a safe remedy."

Dr. J. A. Boardman, of Kansas City, Mo., says: "Your Castoria is a splendid remedy for children, known the world over. I use it in my practice and have no hesitancy in recommending it for the complaints of infants and children."

Dr. J. J. Mackey, of Brooklyn, N. Y., says: "I consider your Castoria an excellent preparation for children, being composed of reliable medicines and pleasant to the taste. A good remedy for all disturbances of the digestive organs."

GENUINE CASTORIA ALWAYS

Bears the Signature of

Chas. H. Fletcher.

The Kind You Have Always Bought

In Use For Over 30 Years.

THE CENTAUR COMPANY, 77 MURRAY STREET, NEW YORK CITY.

Exact Copy of Wrapper.

The Educational Outlook.

Industrial Education.

At the recent annual convention in Philadelphia of the American Foundrymen's Association, the American Brass Foundrymen's Association, the American Foundry Foremen's Association and allied interests, a committee on industrial education for foundrymen and allied trades was appointed, with P. Kreuzpointner, of Altoona, as its chairman.

Mr. Kreuzpointner's idea is that the industries he represents, and similar industries, may be brought into closer relation with each other and with the public school system, advantageously to all. The plan of the N. E. A. to organize a department of technical education is but one of numerous indications of the prominent place which such work is taking in the educational thought of the day. This new department should seek the co-operation of such committees as that of which Mr. Kreuzpointner is chairman.

An Educational Commission.

A number of citizens of Massachusetts interested in the educational advancement of their State and of New England in general, presented the following resolutions to the Legislature after pointing out the much more favorable conditions for free education which exist in many other States:

Resolved, That a commission, as stated below, be appointed to submit to the General Court a plan whereby educational opportunities may be provided for the people of Massachusetts equal, and equally accessible, to those provided by taxation in any other State or country.

That said commission shall consist of the Secretary of State Board of Education and four additional persons appointed by the Governor and Council.

That, in view of the possibility of educational co-operation among the States of New England on an equitable arrangement, the Governor be requested to invite the Governor of each of the other New England States to name two persons, one being the chief educational officer of the State, to be added to the above-named commission, to make the above-named plan also applicable to all New England.

That public hearings be held at such points in Massachusetts as the commission may judge expedient.

That public hearings be held in the other States of New England, if desired by the members of the commission from the several States.

That members of the commission serve without pay, but their expenses incurred during service be paid on approval of the Governor and Council.

That the Governor and Council may allow at their discretion funds also for clerk hire, printing report, and incidental expenses of the commission.

That the report of the commission be submitted to the General Court of 1908.

Scope of Industrial Schools.

The labor union leaders of Pittsburg are reported as being opposed to the spread of industrial schools. Mr. Minely, business agent of the machinists, said the other day:

"In order to be a practical machinist a man must have a knowledge of everything in a machine shop and he must be able to do his work under the most trying circumstances. This he can only gain by being employed in the actual work of the shop for years. Take my own case, for instance. I have worked as an engineer, fireman, pattern maker, mold maker, and, in fact, at almost every trade where a machinist might be employed."

Such statements fail to recognize the purpose and aim of trade schools. The

men interested in the establishment of such institutions are practical. They realize that a few years of training, no matter how excellent, will not turn boys into finished mechanics. The point is, that those years spent under skilled guidance will give the boy a broader understanding of the general principle of the trade he is to enter, give him an insight into its various branches, and enable him to advance more rapidly after he actually starts to work. More important, however, than any of these reasons is the fact that many a lad will be carried past the point at which, if left to himself, he would have entered for life the treadmill of unskilled labor.

Method with Deficients.

Philadelphia has made no regular provision for the instruction of mentally deficient children. An experiment is being tried by Mr. Allen Latshaw, with fourteen children from the Wharton School, which it is hoped will induce the Board of Education to take up the work systematically.

Superintendent Brumbaugh and Miss McGuire, principal of the school, are watching Mr. Latshaw's efforts with keen interest. His method is first to arrive at some understanding of each child's peculiar mentality and then to seek to develop it along the lines of its natural inclination—in almost every case there is something in which the child's interest can be aroused. With interest once aroused Mr. Latshaw has a starting point from which to lead the child, sometimes into the natural course of mental development, in other cases, if this is not possible, to give them a training which will enable them to do something useful in the world.

"There are so many things to be done in the world," says Miss McGuire, "so many outlets for activity and usefulness; why should we be so insistent upon routine training? Youth is too precious to be wasted upon problems that will not come right."

"The blurred slate should be taken away and the tired brain and hands given other occupation when a teacher knows that a pupil's mental limitations, not obstinacy, prevent it from getting the answer."

School Baths.

A ten-years' struggle of the Riverside School, Pittsburg, has induced the school board to install baths in the building. While the baths will be for the use of the school children during the day, mothers will be permitted to bring children after school hours.

This school is practically the first in Pittsburg to have such accommodations. The Franklin School District, Seventh and Eighth Wards, has had one bath for several years, put in for the use of the kindergarten pupils.

Workingmen and Universities.

The Workers' Educational Association of England, says the *Pittsburg Dispatch*, has arranged for a national conference at Oxford on August 10, under the presidency of the Bishop of Birmingham, when the questions will be discussed as to what a university can do for the working people. The secretary of the Association says the object is to utilize Oxford so that a workingman well balanced and in every way suited to stay at the university should be taken there to pursue a course in economics, local administration, public health, housing, forestry, and any other sociological subjects that may be suggested.

The student would first study for three years in a class formed in his own district under a teacher with a university status,

who would report if the man would be likely to be benefited by a year at the university. In that case the Association would bear all the expense if the man were unable to do so himself.

National Board of Health.

The movement for a National Department of Health is not new. Thoughtful men among doctors and educators have for years realized the benefits which might be derived from government activity along this line.

The Committee of One Hundred of the American Association for the Advancement of Science has sent President Roosevelt a memorandum presenting a number of arguments in favor of establishing such a department or bureau:

(1) In order better to co-ordinate the existing work scattered among various bureaus in different departments.

(2) In order to provide for the natural expansion of the work of these bureaus and the creation of new bureaus.

(3) In order to emphasize the fact that national health is the greatest national asset, and one which at present is not sufficiently exploited.

The memorandum goes on to state that: "Even when the ordinary man calls himself well, his physical and mental working powers are far below the point to which they could easily be cultivated. This has been shown by experience and experiment. In one experiment on healthy students, physical endurance was doubled in less than six months by the application of simple hygienic rules. There is enormous room for improvement in physique and vitality. This can be done as readily and effectively as the arid lands of the West have been reclaimed by irrigation."

Colleges of Glass and Stone.

The *Review of Dushore, Pa.*, has a poor opinion of the wisdom of those who expend the large educational endowments of the country.

We are in favor of education always, first, last, and all the time. We always rejoice when we see any improvement in the facilities which enable the youth of this country to obtain a better education than their fathers and mothers. But we are constrained to say that the great educational institutions of this country don't know what they are about. Take any one of the great universities, and give them ten million dollars, and they will immediately put up a new building which will cost thirteen millions of dollars to erect, and cost close on to a million dollars a year to operate. This leaves them worse off than before, and a further appeal is put out for money to pay off the debt on the building and furnish money enough to keep it in repair and pay the professors who occupy the position of instructors. The great colleges appear to think that education consists of masses of stone and masonry, plate glass and heaven-reaching towers. If some great philanthropist could only found a college or university where a young man of moderate means could go and get an education he would be doing a great deal for the country.

Keep Them Out of Politics.

The following paragraph in which the *St. Louis Republic* pleads for freedom from political interference for Missouri's normals might be taken to heart by the school authorities of every State:

"The continued fame and honor of the normals depend upon the strict enforcement of the principle that they shall not be hampered or molested by politicians. The success of the new schools at Maryville and Springfield is particularly dependent upon this. With buildings to

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erect and equip during the next year and the work of organization and establishment still incomplete, any interference in administering and shaping the destinies of the schools by selfish political interests would mean a serious setback to the schools and a permanent injury to the State. The Governor and the State Superintendent of Schools should make it their business to see that the normals of Missouri are not dragged into politics."

Examinations in Chicago.

Examinations to be held in Chicago on Monday and Tuesday, July 1 and 2, 1907, for positions in the city schools as follows:

- Principals of Elementary Schools.
- Teachers in Elementary Schools.
- Teachers of German in Elementary Schools.
- Teachers in High Schools.
- Teachers of Cooking in High Schools.
- Teachers of Sewing in High Schools.
- Teachers of Manual Training in High Schools.
- Teachers of Drawing in Elementary and High Schools.
- Teachers in Kindergartens.
- Teachers of Manual Training in Elementary Schools.
- Teachers of the Deaf.
- Family Officers and Assistant Family Officers in the Parental School.
- Teachers of Horticulture in the Parental School.

Triumph for Superintendent.

Philadelphia's Board of Education has adopted a resolution asking the City Council to bring before the voters, at the next election, the question of the \$5,000,000 loan for school purposes. The preamble to the resolution sets forth the need of raising this money.

Whereas, In the opinion of the Board of Public Education of the First School District of Pennsylvania, Philadelphia, the public school buildings in the city of Philadelphia are wholly inadequate for the proper accommodation of the children of school age who desire to attend the public schools, there being many thousand of such children now out of school or attending school on half time; and

Whereas, The moneys available for the use of the Board of Public Education as made in the annual appropriations, are scarcely sufficient to provide for the normal growth of the school population in Philadelphia, without taking into consideration the present requirements because of a lack of sufficient and proper accommodations for the children of the city; and

Whereas, Careful estimates of the amounts necessary to purchase additional school sites and to erect additional school buildings justify the statement that not less than \$5,000,000 will be required for the purpose.

In large measure this is a personal triumph for Superintendent Brumbaugh, who ever since he took office has been working to put the schools in proper condition; for this the \$5,000,000 is absolutely necessary.

Manual Building Ready.

After its meeting on June 11, the Philadelphia Board of Education visited the new Southern Manual Training School. The contractors, Cramp and Company, represented by Norman Cramp, turned the building over to the Board. Chairman Tilden, of the property committee, in accepting it said:

"I think in this building the city is getting as near to 100 cents worth on a dollar as on any other public building in Philadelphia, and I am pleased to accept it on behalf of the Board of Education. My one regret ever is due to the fact that the building is not wholly fireproof in its construction."

Among the other speakers were Paul



Model School at the Jamestown Exposition.

Kavanagh, former chairman of the Committee on Property, who reviewed the history of the manual training school since the time of the establishment of Central School; Pres. Henry R. Edmunds, Superintendent Brumbaugh, Recorder of Deeds Vare, Franklin S. Edmunds, and other members of the Board of Education.

Honoring the Old School.

The Bridgman grammar school was an innovation in Providence, R. I., fifty years ago. Before its advent the schools consisted of a large room with a seating capacity of 200 to 230, presided over by the principal, and it was used as both a recitation and study room by all of the pupils in the school. Under the old system all of the pupils studied in the large room, and the three or four assistants were employed in hearing the recitations in smaller rooms. It was the duty of the principal to keep order in the large room and to listen to the recitations of some of the classes.

To celebrate its semi-centennial the old graduates set aside May 27. The exercises began in the morning, when a flag was raised and dedicated in the yard by the pupils. The children marched from their rooms and formed about the flagpole, and appropriate exercises were rendered. In the afternoon at two o'clock, the children and guests met in the hall, where the meeting was presided over by W. A. H. Grant, a member of the school committee, and addresses were delivered by ex-Gov. Charles W. Kimball, of the class of '74, Mayor McCarthy, Superintendent of schools Walter Small, and Frederick H. Rueckert, President of the School Board.

In the evening the building was open to the old graduates. Reunions of the classes were held until 8:15, when they were called to order in the hall. The meeting was presided over by Howard H. Pepper, of the class of '81. An address delivered by Alderman William A. Spicer spoke of the school as it was under Mr. Fielding; Hon. Rathbone Gardner spoke of the school as it was under the principalship of Mr. Snow, and George P. Wilson related experiences under Mr. Russell. Samuel Thuber, who was acting principal in 1859, addressed the gathering, taking for his subject the school as it was in that year.

During the fifty years there have been but four principals in the building. Robert S. Fielding was the first principal, and remained from 1857 to 1860, when he was succeeded by Francis B. Snow,

who remained until 1868. Levi W. Russell was appointed in 1868, and remained until 1903, when Leonard H. Campbell was appointed to succeed him.

In the Far West.

Spokane Lutheran College, now in course of construction, will be opened September 23, under the presidency of Dr. P. M. Glasoe, now of St. Olaf College, Northfield, Minn., a graduate of the University of Minnesota. The college will open with these departments: College of Liberal Art and Science, law school, academy, normal school, school of music and art, school of commerce, preparatory school and night school. Two distinct courses will be taught. The classical leading to the degree of bachelor of arts; and the scientific leading to the degree of bachelor of science. Courses will be given in modern languages, natural science, philosophy, history, economics, mathematics, and Biblical literature, with special attention to the law department, which will complete a three years' course. The term will be thirty-six weeks, the second semester opening February 10, 1908.

Spokane's summer school opened June 10, and will continue until August 2, under the direction of David E. Cloyd, principal of the high school. The course includes all high school subjects and any college subjects asked for to pass the examination by the State Board of Education for teachers' certificates. A special evening law class, under the direction of two lawyers, has been established. It consists of two courses of forty lessons each.

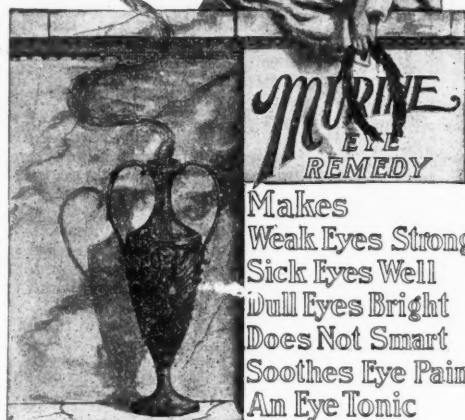
Eighteen principals and thirty teachers were elected at a recent meeting of the Board of Education of Spokane, Wash.

A. C. Davis, for two years head of the physics department of the Spokane high school, and coach of the baseball team, has been elected principal of the High School at Coeur d'Alene, Idaho. Mr. Davis is a graduate of the University of Chicago.

Diplomas were presented to 105 graduates at the commencement exercises of the June graduating class, at the Spokane High School, May 31. This is the record number for any single class in the institution.

Plans have been prepared for an administration building at the high school in Spokane to cost \$40,000, also for a structure to be erected north of the Spokane River, at a cost of \$325,000. The site for the last-named cost \$15,000.

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The Philippines up to Date.

A correspondent of the Springfield Mass., *Republican*, writes an interesting account of the schools in the Philippines. He characterizes the three periods into which he divides our education campaign in these islands, thus:

The first was the period when the American soldier, laying aside his heated musket, took up the school book and initiated American educational work in the islands. It will ever remain a bright episode for the use of orators; but it will have to be judged rather by the generous intentions of its actors than by its results.

The second stage began with the inception of the civil government. It corresponded to the period of expansion sentiment at home, and had much of its "sounding brass and tinkling cymbals" spirit. We dreamed of inexhaustible resources in the islands, and we sketched our plans accordingly, measuring the responsibility of the Filipino by our own exuberant good nature. Education was to be absorbed by a whole people as a sponge takes up water, and under the magic influence of American enterprise.

In 1904 we awoke into the era of hard pan and common sense. It was probably the census that brought us down to facts all along the line. In the educational field we realized that there were 1,200,000 children of school age, with a woefully inadequate supply of teachers, buildings, and money.

In another portion of his letter he speaks of growth of a native teaching force, and contrasts the work done by the United States and by Spain in this respect.

If one were to ask me what is the best thing we have done out there in the Philippines, I would answer that we have created a body of Filipino teachers who are actually carrying on the burden of the educational work.

There are 5,094 teachers, whose average pay is seventeen and one-half pesos a month. The highest wage is seventy pesos, in Albay Province, and the lowest three pesos, in Bohol Island. In addition there are 842 apprentice teachers who receive no wage. Some municipalities have been unable to pay the pitiful wages earned by these teachers. Practically all of the teachers are young, the average age of the men being twenty years, and of the women sixteen years. They all necessarily teach in English, tho their English is far from perfect. I have met with a few of them, sometimes in remote districts, and I noted how they had developed a sense of responsibility and what a proper pride and dignity they showed. Another thing is that while teaching the barrio children they are also teaching themselves. Wherever practicable, they go on foot or on pony-back, or in banca (skiff) to the pueblo and meet the American teacher for the purpose of reporting, taking counsel, and studying. It is true that Spain had 2,167 teachers, men and women, in the municipalities; but the difference is this—we have created a profession; our body of teachers is a corps with solidarity—kept alive by regular teachers' institutes and by constant co-operation with the American supervising teachers. And out of this profession will come before many years legislators and rulers for this people. Several hundred of the Filipino municipal teachers have been advanced to the insular pay-roll, which is more remunerative and sure, and some of them have been made teachers in the intermediate schools.

The writer states that since the glamor has worn off the prospect of teaching in our far-away possessions, increasing difficulty is being experienced in securing competent men and women. The year closed with 723 American teachers, about 100 less than last year.

Industrial Training.

A Boston schoolmaster writes in the *Herald* of that city on industrial training. His view is clear and sane, and his remarks pertinent.

"The problem," he says, "should be considered only from the viewpoint of fair-minded men, equally anxious to advance the interests of employers and workmen. No steps should be taken to assist those whose main object is to secure workmen of a higher order of skill and intelligence than the wages which they offer justify them in expecting."

"The purpose of industrial education should be to give boys a deeper sense of obligation and responsibility, and to enable them to acquire such skill and intelligent appreciation of industrial processes that employers will be glad to give them better compensation at the outset and guarantee both advancing wages with increasing experience, and opportunity to master a wide range of processes."

"Practice which merely gives power to produce a greater number of identical results in a given time, with a particular machine, by increasing the rapidity of almost automatic nervous and muscular action tends to arrest mental and moral growth. The campaign of education of public sentiment in favor of industrial training should result in an awakened ethical consciousness on the part of employers which will make them more ready to give a bright boy the rapid advancement which his industry and efficiency merit."

His estimate of the Massachusetts industrial commission is also most fair.

"The Massachusetts industrial commission has conducted its work with rare judgment and in a most admirable spirit. Candid interchange of views will tend to reveal the best methods of procedure, and to encourage the hearty co-operation of all who are interested in the development of the industries upon which the prosperity of the state depends."

Application of Jackman Plan.

Even the great changes which have taken place in the curriculum of our schools during the last quarter century have not exceeded in significance the changed feeling with which school environment is regarded. Thoughtful men and women are coming to realize that the time children spend in school is the most important part of their day—important because of the formal instruction which they receive, and equally important by reason of the influence which their surroundings will exert upon them. Much has already been accomplished in the way of making the school-room more attractive; pictures and casts hang on the walls and in many cases flowering plants fill the windows. In the country or in towns and cities where the schools are surrounded by grounds, shrubs and trees have been planted, and the children are learning to take pride in the appearance of the school.

That is all very well for schools so fortunately situated, but what of the school shut in by buildings in the crowded part of a city, where ground is so expensive as to make the purchase of more than is absolutely required for the building to stand on entirely out of the question? The children who attend these schools are frequently those who live amid such surroundings and consequently most need the fine environment which the school should furnish.

To meet the question as it exists in Boston, J. Randolph Coolidge, Jr., recently suggested a plan to the school committee. Mr. Coolidge in the main features of his scheme follows the late Wilbur S. Jackman of Chicago, with whom the idea originated.

The plan has been briefly outlined thus: "This is a proposal for a new policy

in the location of public school buildings in Boston. The proposal is to establish on the edge of one or more of the city parks grammar school-houses for the children who live in congested districts, to take the pupils out to school in the morning and home again at night in street cars, at the public expense, to keep the children in school and about the school all day for five days in the week, and to supervise their play and their study periods, so that on school days they shall no longer play in the streets nor study at home.

"In a word, the children in overcrowded districts will spend a great part of their childhood in the country without giving up their homes or their home life. This is a thing worth doing. How can it be accomplished?"

"With school-houses upon the edge of one of the parks, and the children transported to and fro at stated hours, a better administration of the schools would be secured by holding one session instead of two, and providing for two hours of play in the afternoon under adequate supervision. The session might begin at nine, with a short recess in the middle of the forenoon, an intermission of about three-quarters of an hour for dinner, perhaps at 12:30, school again until two, play until four, during the winter months at any rate, and a study period to take the place of home study from four until after five.

"It might prove advisable in the late spring to hold school until half-past two or three, and include in the latter part of the period some preparation of next day's work. If the children are to play for two hours in the afternoon, away from their homes, and if they are to enjoy the freedom of the parks, the supervision of playmasters is indispensable, and is greatly to the advantage of the children.

"The drawbacks that we are bound to consider before we can say that the idea is practicable, are now to be looked in the face. One of them is the question of dinner. School children now generally go home to dinner between sessions. Their mothers know what they eat. Is the city to feed the children in the out-of-town school? By no means. The new school-houses can have lunch counters with simple appliances, and the children can bring their dinners with them, and get their food warmed over at the lunch counter, or else they can buy food from the lunch counter, exactly as is now done in the high schools. This lunch counter service must of course be carefully supervised as to prices and quality of food, or the children will suffer.

"The summing up of the whole matter is this: Out-of-town schools for the children of Boston's congested districts can be had, by the initiative of the school board and of the school-house commissioners, whose plain first duty is to secure the welfare of the school children, by the concurrence of the park department, whose plain first duty is to administer the parks to the greatest good of the greatest number, and by that of the street railways, public service corporations that seek to maintain friendly business relations with the communities that have granted their franchises.

"The deciding factor must, however, be the public. If the fathers and mothers, whose children play in the streets and suffer from badly lighted school-rooms, want good lighting, ample playgrounds, and pure air for their children, they will lend their support to this project, and the rest of the public will be on their side. Otherwise, the conditions of child-life in the least attractive sections of our city will go steadily from bad to worse."

In and About New York City.

A successful parents' meeting and exhibit of pupils' work was held at Public School No. 82, Brooklyn, on the afternoon of June 14.

An interesting debate took place at the West Side Y. M. C. A. on June 16. Dr. Walter L. Hewey, of the Board of Examiners, took the affirmative of the question, "Is a College Training Worth While?" and defended it against William G. Jordan, at one time editor of the *Ladies' Home Journal*.

The junior clubs of Recreation Center No. 31 held a final debate on June 7. The question was, "Resolved, That Immigration Should be Further Restricted by Law."

The Abigail Free School and Kindergarten celebrated its eighteenth birthday by moving into a new and more commodious home at 25 Charlton Street, on June 10.

Whiteside Memorial Service.

The tablet unveiled on May 13, at Public School No. 69, in memory of the late Principal Whiteside, bears this simple inscription:

IN MEMORY OF ANDREW J. WHITESIDE,
1862—1896—1906.
JUST THE ART OF BEING KIND IS ALL THIS
SAD WORLD NEEDS.

It was presented by Elsie Rosenbaum and Herbert L. Post, and was accepted by the principal, Thomas J. Boyle.

Following the reading of the scriptures, the school sang "Abide with Me," and District Supt. Alfred T. Schaffler spoke on "Mr. Whiteside as a Principal." City Superintendent Maxwell gave a brief eulogy; Alice Hayward sang "The Swallows," a favorite selection of Mr. Whiteside, and Prin. John F. Waters, of Public School 24, gave a brief address praising Mr. Whiteside as a worker in associations.

The memorial address was delivered by the Rev. Charles L. Goodell, of Cavalry Methodist Church, after a vocal solo by Frank Downey. It was followed by a vocal duet, "Memory," by Dorothy and Maud Mullane. Brief addresses were delivered by Dr. Thomas Hunter, Lewis S. Burchard, Supt. A. W. Edson, Supt. M. J. Elgas, and Dr. Holloway, of the Thirty-third Street Baptist Church.

Others who were present were President Finley of the City College, Principals Vanderbilt, Walsh, Crosby, Smith, Barringer, O'Callahan, and Birkins, and Mr. Alexander, representing the alumni.

Keeping Children in Line.

The members of the Board of Superintendents of New York have investigated reports that children were required to report at school twenty or thirty minutes before the opening of school and then were kept in line until the session opened. The superintendents have decided "that the practice of requiring pupils to stand in line before 9 A. M. and 1 P. M. is undesirable and should be discontinued in all public schools where it now obtains, except in the schools in which it can be clearly shown that such practice is necessary for the proper care of the children."

They also recommended that, "in

Dr. F. A. Cook, who was with Lieutenant Peary on his famous North Greenland expedition, used antiskamnia tablets for the crew in all cases of rheumatism, neuralgic pains as well as the pains which accompanied the grippe, and stated that it had no equal. This knowledge is of value and suggests the advisability of having a few of these tablets in the house. —*Medical Progress*.

some schools it may be desirable to have certain rooms open in the morning for the use of the pupils for the purpose of study. This would tend to prevent any overcrowding of the yards at that time. These rooms could be opened even as early as 8 A. M., with a teacher in charge. There are some localities where this would be a great boon to the children who have inadequate facilities for study at home, or whose circumstances deprive them of opportunity for study in the afternoon and evening. At this time, when the mind of the pupil is fresh and his power to study is usually greatest, the children who might take advantage of such an arrangement could accomplish as much as those who could study in the afternoon."

City College's Commencement.

The commencement exercises of the City College were held at the Metropolitan Opera House on June 20.

Dr. John Huston Finley, President of the college, was chairman, and introduced the commencement orators. They were Samuel Goldman, of the School of Science, Asher Blum, of the School of Arts, Moses Fertig and Benjamin J. Stolper, of the School of Science, Walter H. Page, editor of the *World's Work*, addressed the graduates, urging them to seek culture. He said in part:

"There never was a time when men endowed as you are could have more opportunity for material success, but there is another object in your life which you will find more difficult of attainment. That is, to make yourself interesting to your fellows."

Degrees were conferred upon ninety members of the class of 1907. Siegfried F. Hartman, '08, carried off the Pell Medal for the student ranking highest in all studies. He also received the Kelly Prize for the best debate, the Cromwell Medal for history, the Ward Medal for proficiency in political economy, and the Ketchum Prize for proficiency in political science.

Art and Craft Work.

Public School No. 26, Manhattan, the other day exhibited specimens of its art and craft work. There were in addition to the regular work many examples of bookbinding, stenciling, leather-tooling, and block printing done by selected pupils, working in a crafts class, held after hours, under the direction of Margaret L. Murphy, special teacher of manual training for the Tenth District.

Dr. Haney, who was at the exhibition, said: "This craft work is now being done in a large number of schools thruout Manhattan and the Bronx. Secured under the most favorable auspices, it serves to illustrate to class teachers the highest types of construction and design which it is possible to secure from pupils of the elementary grades. It serves to show that the simpler designs are often by far the handsomer, and that small, well made and useful models like these beautifully bound books before us, are much to be preferred to the larger and more flimsy forms one sees at times."

"The presence at this exhibition of these many teachers, coming from all over the district, is plain evidence of the interest they take in this work. Setting such a desirable standard, there is little doubt that, as work, it will serve to advance our class-room practice in no small degree."

School Exhibit.

A few days ago Public School No. 33, Brooklyn, held an exhibition of work done by the pupils in drawing, construction work, arithmetic, grammar, geo-

graphy, penmanship, and other class work. A feature was crayon work done by the small pupils of the first and second years. The water color and construction work was especially commended. The exhibit was arranged by the principal of the school, Miss C. R. Gipner.

Another interesting exhibit was held under the auspices of the Children's Aid Society, at the Sullivan Street school. Good examples of carpentry work were shown.

Harmony in Brooklyn.

As the time for filing independent nominations for offices of the Brooklyn Teachers' Association has passed without an opposition ticket making its appearance, it is certain that the regular ticket will be elected. This is headed by Dr. Thomas O. Baker.

As in former years, the feature of the work of the association during the school year now closing was its lecture courses and individual lectures and conferences for "self-help and improvement." Twenty-five courses were conducted, and over 700 meetings, lectures, and conferences held.

Meet the Board Halfway.

The New York Teachers' Association has shown itself ready to meet any advances made by the Board of Education in the matter of arbitration of teachers' claims. At its meeting on June 18, the following resolutions were adopted:

"Resolved, That the New York City Teachers' Association cordially indorses the movement inaugurated by the Board of Education to establish an arbitration commission to settle as far as possible any differences that may arise between the members of the teaching force and the school administration."

"Resolved, That a committee of five of this association be appointed to take such steps as may be necessary or desirable to further this important and praiseworthy movement."

To the committee thus provided for was referred the Board's request for suggestions on salary schedules.

At the meeting of the New York City Teachers' Association, Mrs. J. J. Hill reported that work for the relief of unpensioned teachers was actively progressing. The Relief Association has 7,200 members in the boroughs of Manhattan, the Bronx, Queens, and Richmond, and a large number of schools report a one hundred per cent. membership. The Normal College professors and instructors are to join and there is a good representation of superintendents. Inasmuch as the committee has now completed its task it was discharged by the Association.

The committee on the promotion of teachers was also discharged.

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Eye-glasses Again.

The Board of Education at a recent meeting adopted resolutions presented by the committee on elementary schools requesting "the Department of Health to make an examination, thru experts, of all children in the public schools of the city with a view to determining the exact number for whom eyeglasses ought to be provided, and to examine, first, those children who are in classes taught in rooms in which artificial light is used; second, all over-age children in the grades.

"The Board of Superintendents to report the number of classes in which artificial light is used in whole or in part during school hours and any other causes which tend to affect injuriously the eyesight of school children, and to suggest such remedies as may be proper under the circumstances."

Definite action in the matter of free eyeglasses will probably not be taken until the Board of Health is heard from.

Cooper Union Commencement.

Last week was commencement time at Cooper Union.

Tuesday evening the Women's Art School held its forty-eighth annual reception and exhibition at eight o'clock, and during the day and on Wednesday and Thursday from 10 A. M. to 4 P. M., the art work of the pupils of both the men's and the women's schools was on exhibition.

On Wednesday evening the forty-eighth annual reception of the men's art department was held at the Institute at eight o'clock, and on Thursday evening in the large hall the annual commencement exercises of the Institute took place.

Cooper Union.

The annual report of Cooper Union shows that during the past year 2,721 young men and women were in attendance at the several departments, all but 178 being enrolled in the evening courses. The following table of the "number of student admitted during the term" is interesting:

Night school of science (five-year course)	703
Night school of science (chemical course)	154
Night school of science (special electrical course)	118
Night school of science (special course in physics)	74
Night school of art	1,494
Day school of technical science	178
Woman's art school	323
School of stenography for women	53
School of telegraphy for women	33
Class in elocution	91
Class in oratory and debate	136
Total	3,357

Workers and visitors to the Museum for the Arts of Decoration 6,093

Visitors to the library and reading room 556,073

Attendance at the lectures in the large hall (estimated) 128,000

At the forty-eighth annual commencement 175 received diplomas.

The Women Principals.

The Association of Women Principals has done much in the way of reform, both inside and outside of the schools. A New York daily prints the following list of their efforts and achievements.

December 14, 1903.—Children to furnish birth certificates upon entering school. 1A children to be examined for physical defects. Cosmos pictures put on the list. Pianos to be furnished to kindergartens. Regular ratings for re-

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newal of license obtained from principals.

February, 1904.—Opposed further consolidation of schools.

March 4, 1904.—Plan for formation of special classes for foreigners, defectives, and backward children.

Opposed one teacher for two part-time classes.

Approve pension bill.

February 10, 1904.—Change "constructive work" to "domestic art."

November 14, 1904.—Typewriting machine to be put on supply list.

December 12, 1904.—Requested Board of Aldermen to enact ordinance to protect motormen.

February 6, 1905.—Opposed re-establishment of Brooklyn plan for branch schools. "Testimonials" for children restored to supply list. Opposed half-day instruction. Delegates sent to Albany to urge tenure of office for State teachers.

April 16, 1905.—Approved larger salary for principal of model school. School day to be at least five hours long.

May 8, 1905.—Asked for days upon which alumnae may return to elementary schools from high school.

October 8, 1906.—Suggested manual training in lieu of scholastic requirements, when the latter is impossible of attainment, to satisfy compulsory education law.

Communications from the Board of Health to be sent to parents thru principals.

December 10, 1906.—Petitioned Congress to create a new cabinet office—secretary of education.

January 14, 1907.—Truancy of children under eight.

Committee appointed to simplify school records.

February 11, 1907.—Committee on children's welfare report on eyes of school children, and recommend changes in text-books, chairs, blackboards, etc.

Care of Pupils' Eyes.

Mr. Joseph Sexton, a Commissioner of Public Education for the City of Liverpool, has been spending five months in examining our school systems. Just before sailing for home he spoke of the way in which his own city took care of children whose eyesight was defective.

"In Liverpool," said Mr. Sexton, "we have been operating for some time on a plan whereby pupils are sent regularly appointed and competent examiners. Records are made of the examinations and are compared with records kept by the teachers, which show the circumstances of the children's families. Then, where it is found that a family can afford to pay some part of the expense of the examination, fitting with glasses, subsequent treatment, an assessment is made for this purpose in such a proportion of the expense as the family is able to pay. Where families are unable to pay any share of the cost, the children are treated free.

"We have obtained excellent results from this system and have found as a rule that the parents have been glad to co-operate with the school authorities. I think that the New York School Board might well consider it as a possible means of meeting the present problem."



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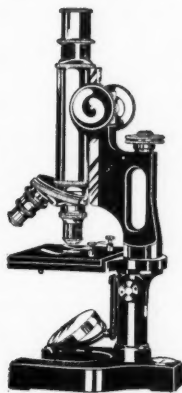
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The Knowledgeous Man.

He had taken many courses in a correspondence school
Till he knew he knew the method to manipulate each tool;
So he got a saw and hatchet and a chisel and some nails
And began to mend the stairway, but he ended it with wails;
For he gashed his epidermis and he scarified his wrist
And he smashed his thumb and fingers when the pesky nails he missed—
And hereafter when he has a nail to drive he will not nail it;
He'll simply lick a postage stamp and take it out and mail it.

He had also studied cooking (all by printed slips, of course)
Till he'd argue as to broiling with much intellectual force;
And one day his wife was absent and the cook had gone away
So he thought he'd cook the dinner; he began with consomme,
And he filled the heated oven with a dozen pounds of roast,
Also tried to fix some coffee and asparagus on toast.
When they'd aired the kitchen till it held no more that scorched aroma
He went out and long and sadly looked upon his nice diploma.

He had answered all the questions in the lessons "How to Ride,"
And with pen and ink and paper he could gallop on with pride,
But one day he hired a charger and he vaulted to the seat
And they say for fifteen minutes he was owner of the street.
But at last the horse in mercy threw him sprawling to the ground
And his watch, two teeth, and glasses are the only things unfound.
So to-day he's quite contented to go riding in his fancy
With pen and ink and paper as his means of necromancy.

But he took a course of teaching from another institute
On the way to run an auto with its chug and hiss and hoot,
Then he started in an auto and just when the pace grew hot
And he should have pulled a lever—then which lever he forgot!
For a moment wheels and fragments were the most that one could see,
Then they found our worthy hero hanging gently in a tree.
When the doctors had succeeded in restoring him from coma
With his feeble, inkstained fingers he tore up his big diploma!

—WILBUR D. NESBIT. Used by permission of the *Chicago Evening Post*.

Here and There.

At its regular quarterly meeting, the Pittsburg Teachers' Association appointed Miss Lily A. Hawk delegate to the N. E. A., and Miss Rebekah Hare as alternate.

It has been decided that Victoria College, Victoria, B. C., shall take up a second year of work in arts at once, and postpone the proposed course in applied science for another year.

Ira Richardson has given up his position as superintendent at Shelbyville, Mo., and after a summer of graduate work at Columbia University will become superintendent of schools at Shelbyville, Mo. Mr. Richardson's successful work at Shelbyville will doubtless be well carried on by his successor, Mr. J. W. Dunlop.

Messrs. Walter E. Maynard and Effingham Maynard have severed their connection with Maynard, Merrill & Co., the ownership of which now vests in Messrs. Charles E. Merrill, Everett Yeaw, Edwin C. Merrill, and Charles E. Merrill, Jr., who will conduct the business under the name of Charles E. Merrill Co. The Company was started in 1893 by the union of Effingham Maynard & Co. and Charles E. Merrill & Co.

Education in Mexico.

The following brief summary of the educational system of Mexico is taken from the *New York Commercial*.

Each of the twenty-seven States has its own individual system, all under the supervising authority of a member of the President's cabinet. The Federal Government, thru this minister, controls the school system of the federal district and a number of national schools located at the City of Mexico and elsewhere. The schools in the different States vary in excellence as with us.

All of the twenty-seven States have compulsory education laws, requiring the attendance at school for at least five months in the year of all children between the ages of six and twenty-one. It is enforced with more or less strictness in the larger cities. In the rural districts, to a great extent, it is a dead letter. In many sections there are no schools, but doubtless there will be some day, when the Government reaches that point. There has been an encouraging growth in the number of schools and in attendance, and Congress and the Legislatures of the several States are very liberal in the appropriation of money.

In addition to the primary schools are two excellent normal schools, one for men and one for women, in the City of Mexico, which are founded and conducted upon the American plan; and in his recent message, President Diaz announces that "for the purpose of improving this department of education, two women teachers were detailed to visit model establishments of this nature in the United States during the closing months of the last scholastic year."

In connection with the normal colleges are model schools intended to be object lessons for teachers visiting the City of Mexico. I am told that they are imitations of the model schools exhibited at the St. Louis Exposition.

There are industrial schools of all kinds for women and men, where they teach wood-carving, pottery, and basket-making, needlework, and lace-making, and all trades and simple sciences. There are a dozen or more manual training schools for boys, for the purpose of making skilled mechanics. President Diaz shows his interest in them by recommending in his recent message a course of lectures, "in regard to the various trades and careers by means of which the students may be enlightened and advised concerning the choice of the trade or occupation in which they shall engage."

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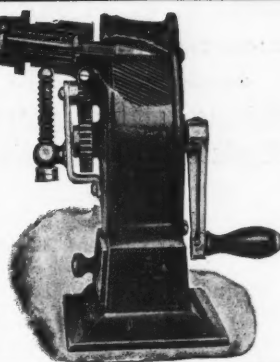
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Publishers' Notes.

A teacher visiting New York for the first time is often at a loss to know where to stop while in town. There are hotels by the hundred, and all bear more or less attractive names. For many years teachers coming to the city have found the Grand Union Hotel a pleasant and convenient stopping place. It is the most conveniently situated of any of the hosteleries for those arriving at the Grand Central Station—its nearness by the way saves baggage transportation, which is usually quite expensive. It is right at a subway express station, and the surface cars pass its doors. In addition to these advantages it is one of New York's best hotels, in spite of its reasonable rates.

Teachers frequently travel much during the summer months. Many take long trips; they cross the Continent to attend the N. E. A.; Western teachers visit friends in the East, and few spend their summers at the scene of their labors. To meet the needs of these traveling teachers—or the stay-at-homes, for that matter—the Preferred Accident Insurance Company, of New York, has prepared an excellent policy. A premium of \$1.50 for three months secures a \$2,500 protection in case of death by accident or the loss of both eyes, both hands, both feet, or of a hand and a foot. The loss of either hand or either foot gives the beneficiary \$1,250, and the loss of one eye, \$650. Possibly, however, the most important feature is the weekly support given in case of disability. If the disability is total, \$12.50 a week is paid to the sufferer, if partial, it is five dollars during the period covered by the premium, and limited to fifty-two and twenty-six weeks, respectively. A little forethought and a few dollars will often save a great load of anxiety if one does meet with mishap, and at all times give a splendid feeling of being provided for.

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